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AUTHOR	Castaneda-English, Patricia; Saenz, Victor; Buttram, Joan L.
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ABSTRACT

The Comprehensive School Reform Demonstration (CSRD) program is a federal initiative to introduce and reinforce comprehensive reform programs in schools. The Southwest Educational Development Laboratory developed a survey to gather information from CSRD-awarded schools in the southwestern United States on their initial progress in implementing the CSRD program. This report examined the results of the implementation status at two different times for all CSRD schools in the region. Surveys were collected from 244 schools at the first administration and 237 schools at the second administration, with respondents ranging from 310 to 2,282 in the 5 states (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). In general, the perceptions of respondents toward the implementation of the CSRD program were positive, although findings suggest some areas that may benefit from further attention. Teachers and principals were seen as the stakeholders who were involved both in planning for implementation and implementation. Finding also indicated that school-level, but not district-level, policies and communication were facilitating the program's implementation. Findings in the area of leadership suggest that school leaders are doing a skillful job in setting a positive tone for change, promoting vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. Findings also suggest that professional development issues require further study and an increased focus. Nine appendixes contain the survey and survey results for the five states. (Contains 18 figures and 54 tables.) (SLD)

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Report on the Early Implementation Survey Results For the Southwest Region

Patricia Castañeda-English, Victor Sáenz, and Joan L. Buttram
Southwest Educational Development Laboratory
211 E. Seventh Street
Austin, TX 78701

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INTRODUCTION

CSRD Program Overview

The Comprehensive School Reform Demonstration (CSRD) program, created by Congress in 1997, is a federal initiative to introduce and/or reinforce comprehensive reform programs in schools. To receive CSRD funds, a school must implement a well-defined, research-based comprehensive school reform program that integrates and coherently aligns the nine required components outlined in the CSRD legislation. An essential part of the program is the adoption of a school improvement model that may either contain all nine components or be supplemented with other approaches to ensure a coherent, well-designed schoolwide program. The nine components outlined in the legislation include:

- effective, research-based methods and strategies
- comprehensive design with aligned components
- professional development
- measurable goals and benchmarks
- support within the school
- parental and community involvement
- external technical support and assistance
- evaluation strategies, and
- coordination of resources.[1]

The federal initiative intends that the CSRD program provide financial incentives for high-poverty and low-performing schools to implement comprehensive school reform in order to

[1] From *Guidance on the Comprehensive School Reform Demonstration Program*, U. S. Department of Education, March 13, 1998.

raise students' academic achievement. The CSRD funds were initially awarded to state education agencies (SEAs) based on one of two criteria–their Title I proportion of funds (Title I eligible schools) and/or their relative share of the school-aged population (Fund for the Improvement of Education eligible schools). While CSRD funds were focused on Title I schools, non Title I schools could also apply and be awarded a grant through FIE funds. The SEAs, in turn, awarded a minimum of $50,000 per school based on competitive criteria, which included integrating the nine components listed above. The CSRD program funding assists SEAs and their schools in adopting and implementing successful comprehensive school reform models, which may be externally developed or developed internally by the schools that receive awards. Additionally, the federal legislation stipulates that the Regional Educational Laboratories provide assistance to support the ongoing development and maintenance of the CSRD initiative.

Purpose of the Study

As part of its ongoing effort to assist and inform the SEAs, the Southwest Educational Development Laboratory (SEDL) developed a survey to gather information from the CSRD awarded schools in the Southwestern region about their initial progress in implementing the CSRD program. Based on the research and development literature on school change and improvement, the survey assesses the early implementation of CSRD programs in schools in SEDL's five states. Factors deemed essential to effective implementation of school initiatives are assessed through a quantitative measure, the *CSRD Early Implementation Survey* (see Appendix A). This report examines the results of the implementation status at two different times of all the CSRD funded schools in the SEDL region. Analyses were conducted to gather

information relative to the various correlates of successful implementation and school change.

The following factors or correlates were identified for inclusion in the survey:

- Stakeholder involvement *(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)*
- Vision *(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)*
- School and district policies *(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*
- Communication within the school *(Communication can be thought of as the process by which information is exchanged within the school environment).*
- Materials and equipment for program use *(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)*
- Leadership *(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)*
- Professional development *(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)*
- External program support *(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)*
- Student progress *(Student progress can be thought of as the achievement of student success indicators.)*
- Context for change *(Context for change can be thought of as an organization's state of readiness for change and improvement.)*

The following questions (relative to the factors listed above) were addressed in the analyses:

- What is the *implementation status* of the ten factors in the schools across the five states in the SEDL region?
- Are there any *significant differences on the implementation status* of the factors from time one to time two across the five states?

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The information from this report will be shared with the CSRD state coordinators and the CSRD-awarded LEAs in SEDL's region to provide information on the implementation progress of the CSRD program.

Survey background

Quantitative in nature, the survey is intended to be used as part of a feedback process to produce useful information to the schools on their program implementation status. It is not intended to be used as the one and only process for monitoring progress in implementation, but instead should be used as one of multiple tools to help schools answer the question, *"Where are we now?"* A type of *needs sensing survey*, it helps inform schools whether they're on the right track towards successful implementation or if they need to make adjustments.

SEDL staff went through a series of steps in order to produce the *CSRD Early Implementation Survey*. First, in an effort to understand implementation, what it is, and what it requires, an extensive literature search of the research on school change and improvement, specifically on the implementation phase, was conducted.

Second, after a thorough, although not exhaustive, literature search, a wide array of factors were identified for inclusion in the survey.[2] The factors included in the survey were those that were predominantly mentioned in the literature as being essential to effective school change. Although some factors are more frequently mentioned than others, the consensus of the literature on change is that the factors all play a role in effecting implementation of initiatives in schools. Third, the nine CSRD components outlined in the legislation were also considered in

[2] Resources and references consulted in the literature search have been published in a bibliography, *Correlates of Successful Implementation and School Change: An Annotated Bibliography* (Castañeda-English, P., Hord, S., Saenz, V., & Buttram, J., 2000)

the development of the survey in order to encompass a more thorough representation of the implementation of the CSRD program.

Fourth, prior to dissemination, piloting of the survey was conducted to gain further insight on the program implementation and to solicit feedback on the instrument itself. The four targeted pilot sites included both elementary and secondary school settings as well as urban and rural/small town school districts. Feedback from these schools was incorporated in the instrument.

Fifth, the SEDL internal Quality Assurance (QA) team also reviewed the survey and the suggested changes were incorporated. Lastly, the instrument was shared with the five CSRD state coordinators in the SEDL region. Based on their feedback, final adjustments were made to the survey and prepared for printing in scanable format and for final dissemination.

METHODOLOGY

Procedures

As part of the ongoing CSRD research work, the survey was administered twice (Fall, 1999 and Spring, 2000) to all 282 CSRD funded schools in the SEDL region with the support of their respective state education agencies.[3] State CSRD coordinators collaborated with SEDL staff on determining what distribution and return dates would be best for their schools. Surveys were mailed by SEDL to each school. The following items were included in each mailed packet:

- A letter on state letterhead addressed to the school's principal from the respective CSRD state coordinator explaining the nature and purpose of the survey and requesting the principal's cooperation and participation in the research (see Appendix B).
- A list of suggested instructions to the principal for distributing and collecting the surveys in his/her school (see Appendix C).
- The applicable number of surveys for each school along with brown envelopes to use for each completed survey to ensure confidentiality of responses.[4]
- A self-addressed postage-paid large envelope to be used to return the surveys to SEDL.

All surveys were returned to and processed by SEDL. Although a deadline was established for the return of the surveys, SEDL staff accepted and processed all surveys that were received after the due date in an effort to obtain a more representative sample for each state.

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[3] A total of 278 CSRD awards were granted in the SEDL region. However, there were 282 schools receiving the survey because AR and OK each had 3 schools that applied as one consortium. .

[4] Number of surveys to be sent to each school was verified through the CSRD state coordinators; there were different amounts sent and numbers sent varied from 13-51 in AR, 16-80 in LA, 4-69 in NM, 11-60 in OK, and for TX all schools were sent a set amount of 25 surveys per the state coordinator's instructions.

Participants

Across the region, surveys were obtained from 244 schools during the first administration and from 237 schools during the second administration. Total respondents by state ranged from 310 to 2,282 and number of schools returning surveys ranged from 16 to 121 (see Table 1). For the first administration of the survey, which was conducted during the Fall, 1999, return rates by state were high ranging from 75% to 96%. The second administration (Spring, 2000) return rates ranged from 66% to 93%. Return rates for three states decreased from time 1 administration to time 2 administration.

Table 1
Number of Schools and Respondents by State and Region

State	No. of schools that received surveys		No. & percent of schools that returned surveys		No. of survey respondents	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Arkansas	28	28	27 (96)	26 (93)	578	521
Louisiana	64	64	48 (75)	53 (83)	1031	1121
New Mexico	21	21	20 (95)	16 (76)	348	310
Oklahoma	32	32	29 (91)	21 (66)	522	415
Texas	137	137	120 (88)	121 (88)	2282	2263
REGION	282	282	244 (87)	237 (84)	4761	4630

The survey respondents included teachers, principals, superintendents, central/district office staff, other school staff, and a few parents.[5] Across the *five-state region* 86.7 percent

[5] Oklahoma was the only state that specifically requested extra surveys to administer to parents. Among other possibilities, the "other" category included those respondents who were parents; a specific *parent* category under *position title* was not designated in the survey.

(Fall, 99) to 87 percent (Spring, 00) of the respondents represented teachers, 4.5 percent to 4.3 percent represented principals, 84.7 percent to 84.6 percent were females, and 55.0 percent to 52.4 percent of the respondents had greater than 10 years of teaching/administrative experience (see Figures 1, 2, and 3).

For *Arkansas*, the percentages for position title of respondents included 90.2 to 90.4 percent of teachers, principals made up 5 to 4.6 percent. The majority were female (88.3 percent in Fall and 91.1percent in Spring), and over 60 percent of the respondents had greater than 10 years of teaching/administrative experience during both survey administrations (see Figures 4, 5, and 6).

Teachers represented over 90 percent of the respondents in *Louisiana* during the two administrations of the survey. The majority of the respondents were female (over 85 percent both times), and over 55 percent of the respondents had greater than 10 years of teaching/administrative experience (see Figures 7, 8, and 9).

New Mexico's respondents were also made up of a majority of teachers (over 85 percent) and these respondents were predominantly female (over 80 percent). Although high (45.6 percent in Fall and 41.0 percent in Spring) in percentages as compared to the other categories, those respondents that had over 10 years of teaching/administrative experience did not represent the majority (see Figures 10, 11, and 12).

Figure 1. Gender for Survey Respondents
(Total 5-state region)

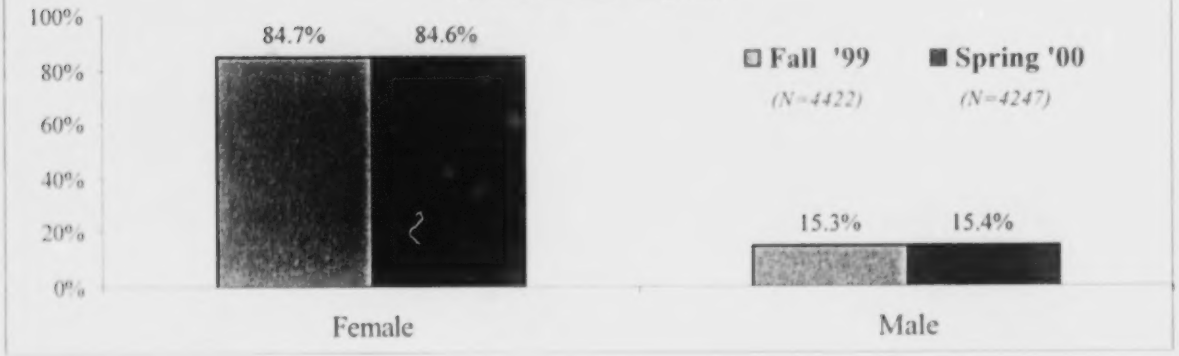


Figure 2. Position Title of Survey Respondents
(Total 5-state region)

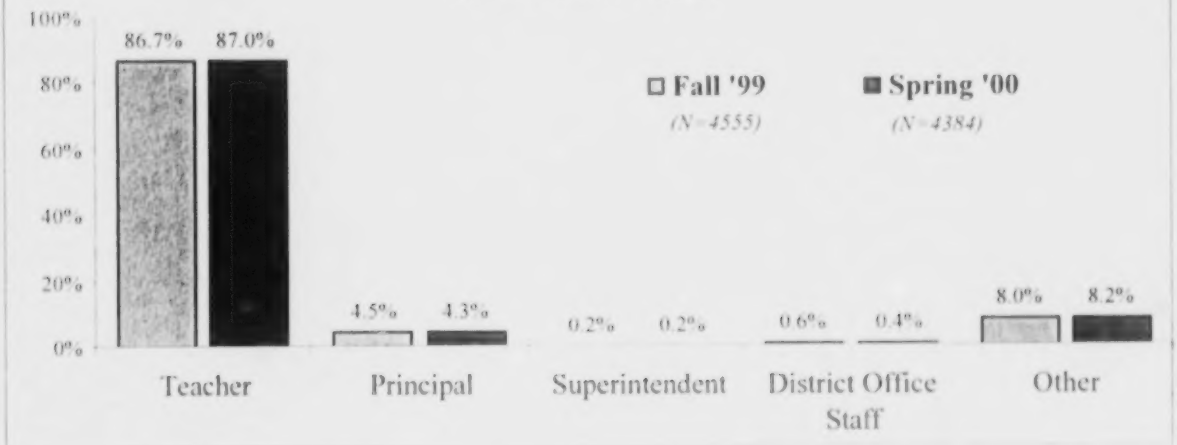
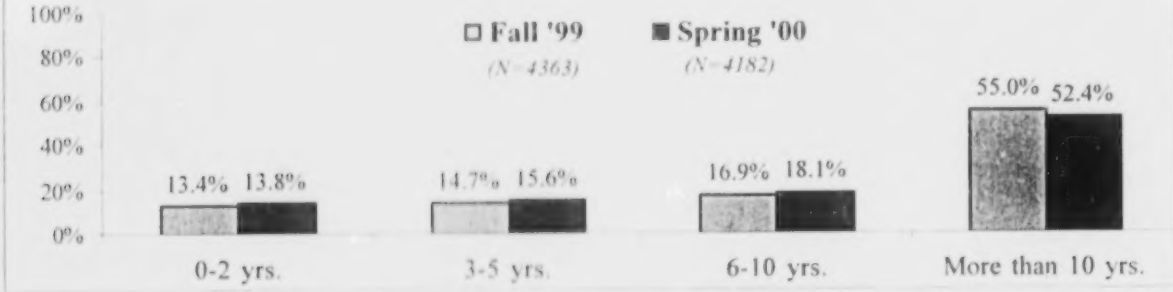


Figure 3. Teaching/Administrative Experience for Survey Respondents
(Total 5-state region)



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for the region.

Figure 4. Gender for Arkansas Respondents

Figure 5. Position Title of Arkansas Respondents

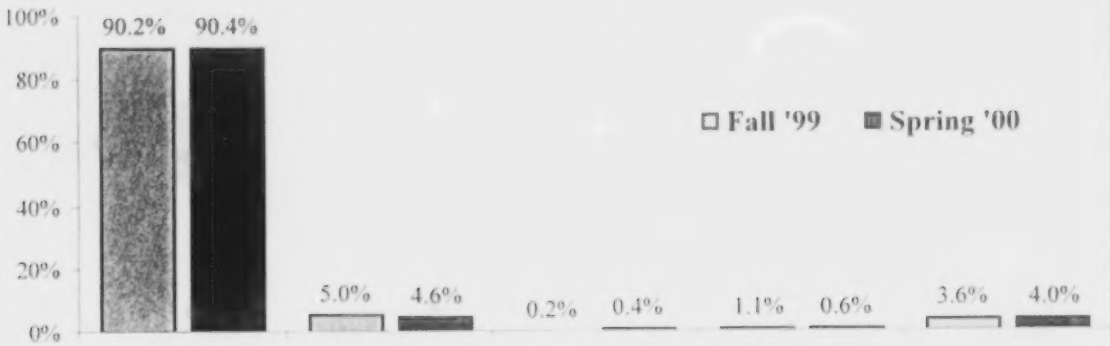
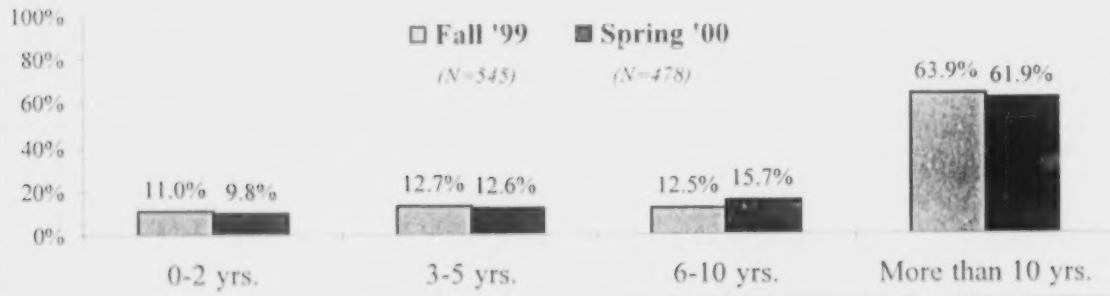


Figure 6. Teaching/Administrative Experience for Arkansas Respondents



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Arkansas.

Figure 7. Gender for Louisiana Respondents

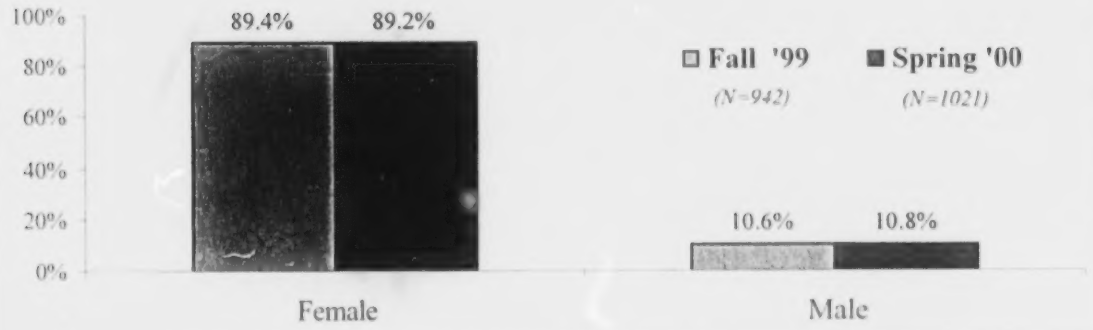


Figure 8. Position Title of Louisiana Respondents

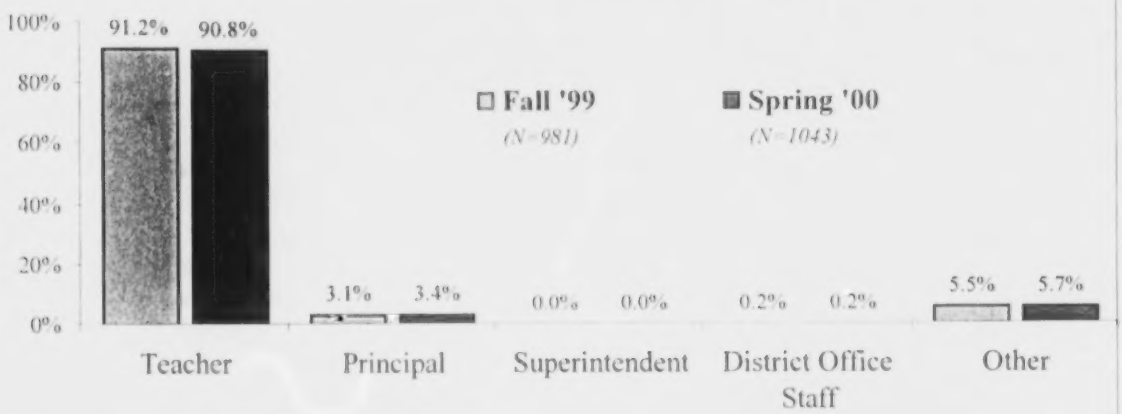
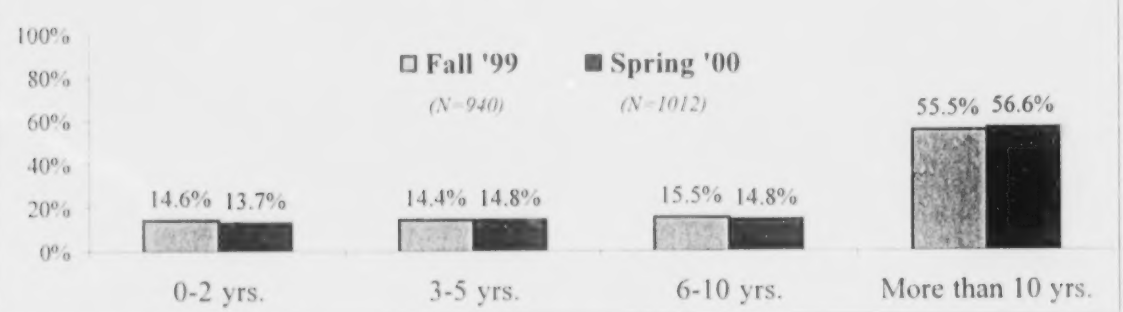


Figure 9. Teaching/Administrative Experience for Louisiana Respondents



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Louisiana.

Figure 10. Gender for New Mexico Respondents

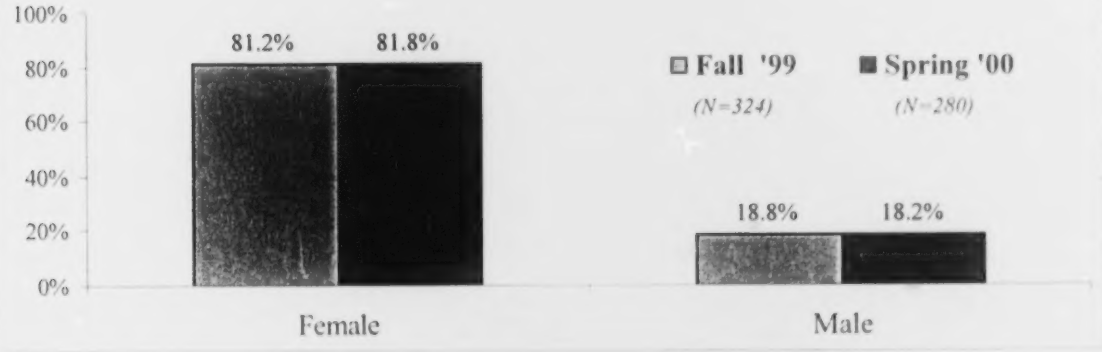


Figure 11. Position Title of New Mexico Respondents

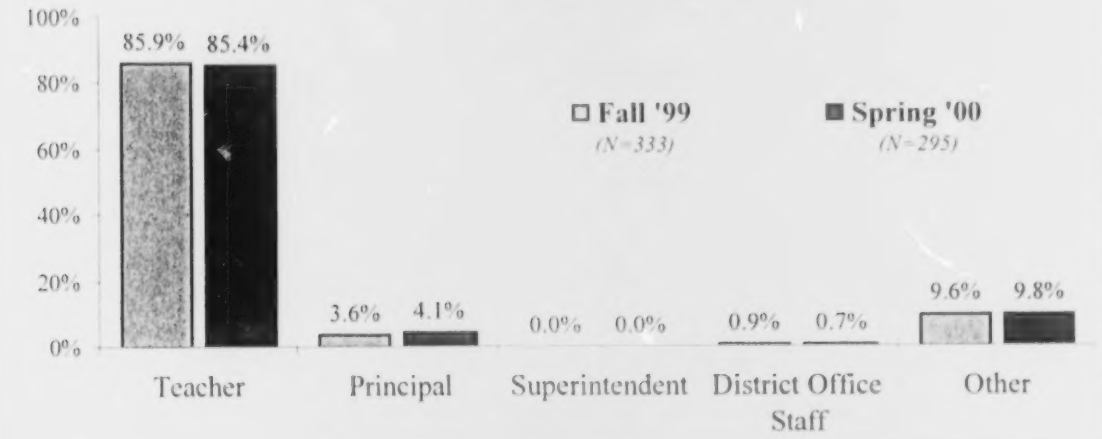
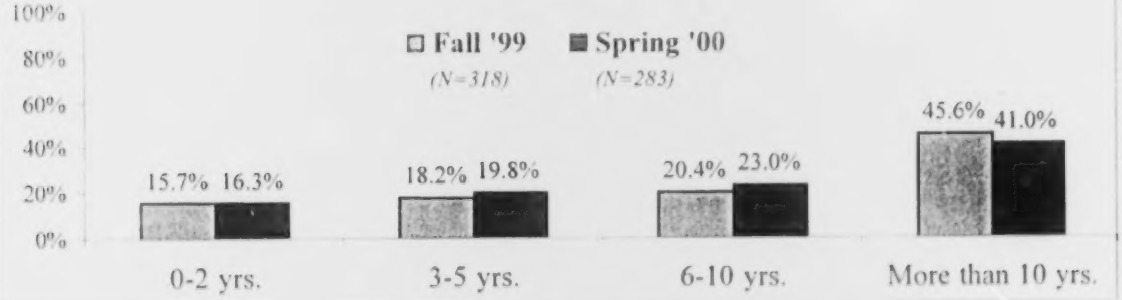


Figure 12. Teaching/Administrative Experience for New Mexico Respondents



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for New Mexico.

For *Oklahoma*, the percentages for position title of respondents included 82.3 percent of teachers in the Fall and 78.8 percent of teachers in the Spring. Principals represented over 4 percent for both administrations. Over 85 percent of the respondents were female. Like New Mexico, those respondents designating they had over 10 years of teaching/administrative experience (46.3 percent in Fall and 44.7 percent in Spring) did not represent the majority among the categories listed (see Figures 13, 14, and 15).

Texas, which had the largest sample, also had a majority of teachers represented in the sample (over 85 percent). Principals made up close to 5 percent of the respondents, and the majority of respondents were female. Slightly over 50 percent of the respondents designated they had greater than 10 years of teaching/administrative experience, with 6-10 years of experience designated as the second largest category for both survey administrations (see Figures 16, 17, and 18).

Overall, females and teachers represented the majority of respondents.[6] Respondents mostly designated that they had greater than 10 years of experience. In addition, respondents in four of the states selected 6-10 years of experience as the second (or close to) most mentioned category. In Oklahoma, however, 0-2 years of teaching/administrative experience is the second most selected category by the respondents.

[6] It was the intention of the researchers to gather responses mainly from the teachers and principals.

Figure 13. Gender for Oklahoma Respondents

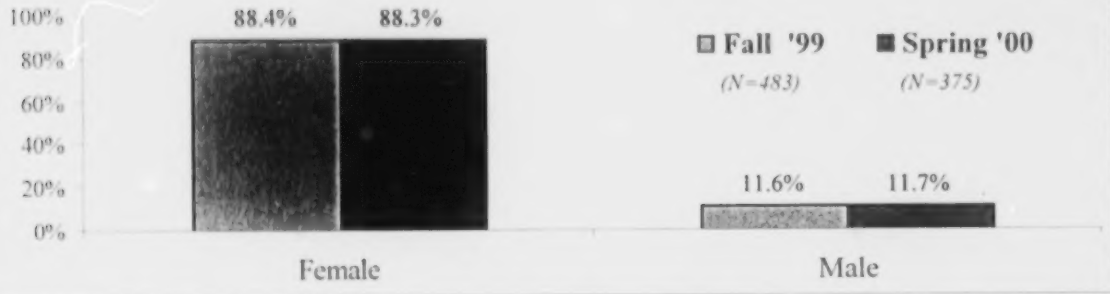


Figure14. Position Title of Oklahoma Respondents

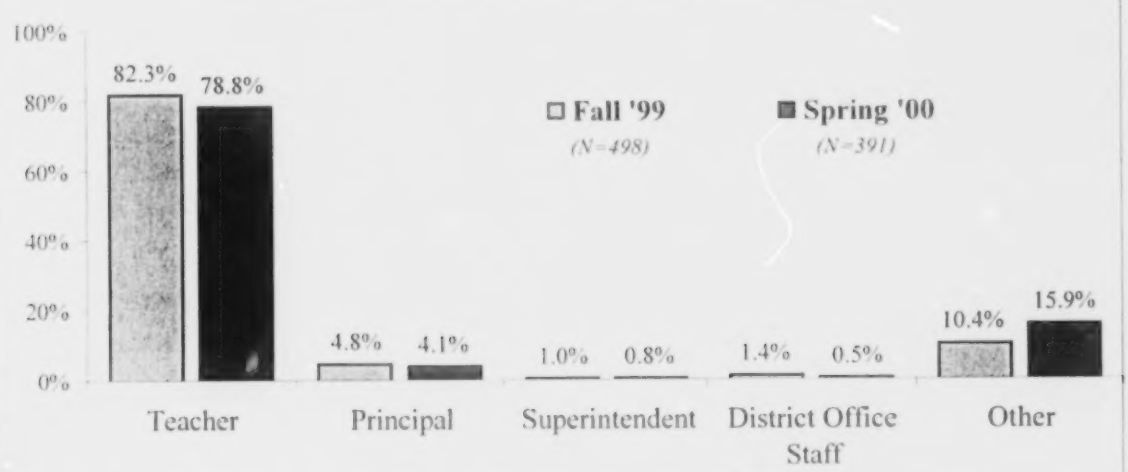
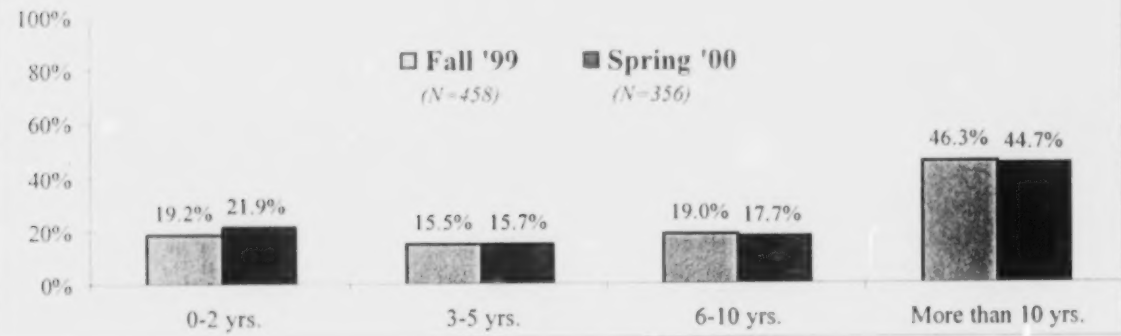


Figure 15. Teaching/Administrative Experience for Oklahoma Respondents



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Oklahoma.

Figure 16. Gender for Texas Respondents

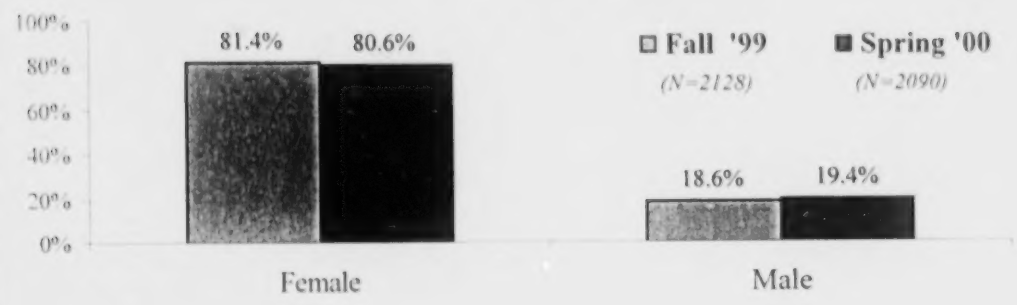


Figure 17. Position Title of Texas Respondents

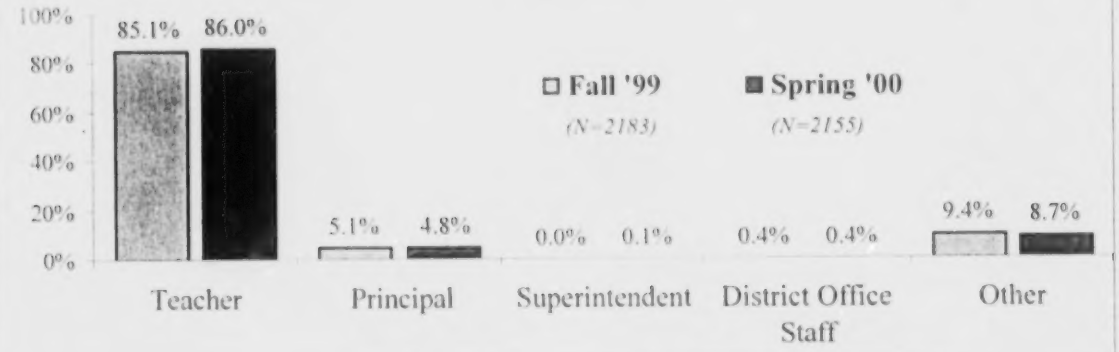
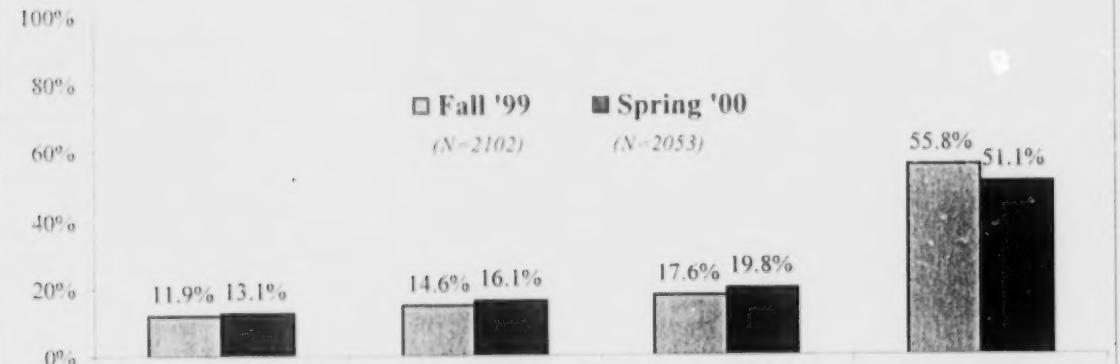


Figure 18. Teaching/Administrative Experience for Texas Respondents



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Texas.

RESULTS

All data analyses were conducted using Excel, SPSS, and SAS software. The results are reported by states in alphabetical order. All analyses include the schools as the unit of analysis. Percentages were used to determine the relative distribution of responses across discrete items in the survey. Items in the survey that employed a four-point response scale ranged from strongly agree to strongly disagree or from excellent to poor. Analyses for these items included examining the percent distribution of responses across the four-point scale, determining a mean (or average) for a set of respondents, and looking at the variability across responses. The analyses addressed the ten factors identified for inclusion in the survey through the following questions:

- What is the *implementation status* of the ten factors in the schools across the five states in the SEDL region?
- Are there any *significant differences on the implementation status* of the factors from time one to time two across the five states?

Implementation Status and Significant Differences

To help schools answer the question, *"Where are we now?"* in relation to the CSRD program, SEDL first examined the implementation status of the ten factors identified from the literature. Descriptive analyses were conducted. All descriptive data for each of the items are reported by state in Appendices D through H.

To determine if there were any significant differences in responses between time 1 (Fall, 99) and time 2 (Spring, 00), scores on each factor for each school were matched, and a dependent

sample t-test was conducted with schools as the unit of analysis. Statistical significance was noted at the $p<0.05$.

Presented are the states' results in alphabetical order. Arkansas and New Mexico had no significant differences in responses between time 1 and time 2 of the survey administration.

Arkansas

State results for each of the factors in the survey are shown in Appendix D. The data reveal that Arkansas respondents were generally positive in their perceptions of how the program is being implemented. Key findings for the factors include the following:

- *Stakeholder*–Of all the stakeholders listed, the teachers, principals, district administrators and model developers were the most highly involved during both the *planning for implementation* and *implementation* processes for both Fall and Spring administrations. Students were perceived as being much more involved during the *implementation* process than the *planning for implementation* process. Parents, although not as highly involved as the stakeholders just mentioned, tended to be moderately involved.
- *Vision*–Respondents agree their school's vision for the CSRD program is understood, supported, provides guidance, and is linked to student outcomes.
- *Policies*–When it comes to both district level and school level policies, there is a perception among the respondents that the policies are helping and not hindering the program.
- *Communication*–While the communication between teachers and the principal and between the principal and district staff is rated as *good* to *excellent*, the communication

between the teachers and the district staff does not fare as well, with ratings in the *fair* range.

- *Materials and Equipment*–The different aspects of materials and equipment are rated highly, and the respondents believe that available funding is sufficient to implement the program.
- *Leadership*–Principals are identified as the primary leader in charge of the school's CSRD program. The respondents perceive that the primary leader's actions toward supporting the program are positive, with responses ranging in the *agree* to *strongly agree* ratings.
- *Professional Development*–Professional development activities related to the CSRD program tend to be conducted mostly by the CSR Model Representative, mainly occurr after school and are conducted mainly at the school building. Generally, the data indicate that there is a positive perception toward the professional development activities. However, respondents tend to *disagree* that the activities are promoted with incentives, that the activities allow enough time for the development of expertise, and that the activities include sufficient training prior to the implementation of the program.
- *External Program Support*–The external program support provided is rated favorably. Although respondents perceive that external program support is provided by highly competent persons, they disagree that the same person provides the support consistently.
- *Student Progress*–Respondents agree that the program is addressing indicators of student progress and that the program is promoting a positive context for change.
- *Context for Change*–Lastly, respondents believe that the teachers support the program, consider the program of value, and want to see the program continue.

In summary, Arkansas' findings point to the necessity of looking more closely at the involvement of parents, communication between the teaching and district staffs, the time allotted for professional development activities and sufficient preparation for implementing the program prior to the onset of the program. Nonetheless, respondents perceive that the primary leader's actions toward supporting the program are positive and that the teachers support the program and want to see it continue.

Louisiana

State results for each of the items in the survey are shown in Appendix E. Respondents in Louisiana generally agree that the implementation of the program is progressing favorably. Key findings for the factors include the following:

- *Stakeholder*–High stakeholder involvement during the *planning for implementation* and *implementation* processes is prevalent among teachers and principals. Parents have moderate involvement in both the *planning for implementation* and *implementation* phases. There is an increase seen in student involvement in the *planning for implementation* process from Fall to Spring; the students are perceived as highly involved during the *implementation* process.
- *Vision*–Data indicates that the respondents *agree* that the school's vision for the CSRD program is supported, provides guidance, and is linked to desired student outcomes.
- *Policies*–District and school level policies are both generally perceived as somewhat favorable to the program. Respondents agree that the school level policies facilitate the program's implementation by promoting communication and permitting reorganization of school structures. However, the data indicate that respondents are less satisfied with the district level policies.

- *Communication*–Communication overall is rated just *fair*. The data reveal a lack of openness of communication regarding the program between relevant school and district staff.
- *Materials and Equipment*–Overall, materials and equipment are rated highly except for the item stipulating their arrival on schedule. Respondents indicate that the materials and equipment are not arriving on schedule. When asked if the funding used for the program was sufficient, respondents feel that it is sufficient to implement the program.
- *Leadership*–The majority of responses indicate that the principals are the primary leaders in charge of the CSRD program at their schools. The primary leader is rated positively with data revealing that the respondents feel he/she has done many positive things to make the program work.
- *Professional Development*–The CSRD program's professional development activities are mainly conducted by the CSR Model Representative, and the activities are mostly conducted at the school and mostly occur after school. Respondents *agree* that professional development activities are relevant, use the school vision as guidance, are supported, are attended by the majority of teachers, are conducted by the same and highly competent persons, and provide opportunities to collaborate with each other. However, respondents less often agree that these same activities are promoted with incentives, allow enough time for expertise development, include sufficient training during and prior to implementation, and include monitoring of teacher expertise in implementing the program.
- *External Program Support*–Respondents agree that the external program support is timely, is provided by competent persons, is readily available, is relevant to the program, and is of sufficient quantity.

- *Student Progress*–Data indicate respondents are pleased with the program's linkage to desired student outcomes, its promotion of student success, and its promotion of other student success indicators.
- *Context for Change*–Overall, the respondents feel that their schools were prepared for the changes the program introduced, identify the program as being adaptable to new changes and believe it is being implemented coherently. Respondents agree that the teachers are supportive of the program, consider it of value, and want the program to continue.

Louisiana's findings of the descriptive data indicate that the rate of parent involvement, district policies affecting the CSRD program, and the time allotted for professional development activities, as well as sufficient preparation for implementing the program prior to the onset of the program, are factors that may need some attention.

Concerning the differences in responses from time 1 to time 2 for Louisiana, significant differences in responses were found in the areas of *communication*, *materials and equipment*, *leadership*, and *external program support*. Table 2 lists the specific items that indicate a significant difference in responses for each of these factors. Communication between teachers and the principal are perceived as improved over time. Generally, the materials and equipment's ease of use, replacements as needed, accessibility, appropriateness, and maintenance, are viewed by the respondents as having improved as the program implementation has progressed. The respondents agree that the primary leader has improved when it comes to setting a positive tone for change. External program support is viewed as positively contributing to the program. Respondents feel that the external program support has improved over time when it comes to being provided in a timely manner and being of sufficient quantity to develop expertise.

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Table 2
Louisiana Items' Means

Survey Items	Fall '99 (N=44)		Spring '00 (N=44)		t	p value
	Mean	SD	Mean	SD		
Rate the openness of ***communication*** regarding the CSRD program between teachers and the principal.	2.87	0.55	3.00	0.55	2.27	0.028
The ***materials*** used in my school's CSRD implementation process arrived on schedule.	2.75	0.53	2.85	0.50	1.76	0.086[a]
The ***materials*** used in my school's CSRD implementation process are easy to use.	3.15	0.40	3.23	0.33	2.02	0.049
The ***materials*** used in my school's CSRD implementation process are replaced as needed.	2.95	0.52	3.07	0.39	2.27	0.028
The ***equipment*** used in my school's CSRD implementation process arrived on schedule.	2.80	0.50	2.92	0.42	2.56	0.014
The ***equipment*** used in my school's CSRD implementation process is easy to use.	3.14	0.34	3.21	0.30	1.80	0.080[a]
The ***equipment*** used in my school's CSRD implementation process is easily accessible.	3.06	0.39	3.21	0.33	3.31	0.002
The ***equipment*** used in my school's CSRD implementation process is appropriate for all students.	3.13	0.39	3.21	0.33	2.33	0.025
The ***equipment*** used in my school's CSRD implementation process is well maintained.	3.07	0.44	3.22	0.35	2.83	0.001
The ***equipment*** used in my school's CSRD implementation process has up-to-date technology.	3.07	0.46	3.15	0.38	1.71	0.094[a]

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.
Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
[a] Designates a trend.
t = t statistic.
p= probability value

Table 2 (cont.)
Louisiana Items' Means

Survey Items	Fall '99 (N=44)		Spring '00 (N=44)		t	p value
	Mean	SD	Mean	SD		
The ***primary leader*** sets a positive tone for change.	3.24	0.37	3.32	0.30	2.12	0.040
The ***external program support*** is provided in an ongoing/timely manner.	2.99	0.44	3.10	0.33	2.54	0.015
The ***external program support*** is provided by highly a competent person(s).	3.12	0.38	3.21	0.28	1.92	0.061[a]
The ***external program support*** is provided by the same person(s).	2.92	0.37	3.03	0.34	1.92	0.063[a]
The ***external program support*** is relevant to the model being implemented.	3.09	0.37	3.19	0.32	1.96	0.057[a]
The ***external program support*** is of sufficient quantity to support the development of expertise in implementing the program.	2.98	0.44	3.09	0.35	2.41	0.020

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.
Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
[a] Designates a trend.
t = t statistic.
p= probability value

New Mexico

State results for each of the items in the survey are shown in Appendix F. Respondents generally agree that the implementation of the program is progressing favorably. Key findings for the factors include the following:

- *Stakeholder*–Of all the stakeholders listed, the teachers and principals were the most highly involved during both the *planning for implementation* and *implementation* processes. Students are perceived as being much more involved during the *implementation* process than the *planning for implementation* process. Parents and Model Developers, although not as highly involved as the stakeholders just mentioned, tend to be moderately involved.

- *Vision*–Respondents tend to *agree* that their school's vision for the CSRD program is supported, provides guidance, and is linked to desired student outcomes.
- *Policies*–Respondents believe that the school level policies facilitate the program's implementation, promote communication and permit reorganization of school structures to enhance implementation. The data indicate less satisfaction with the district level policies. The respondents perceive the district level policies are less facilitative toward the program implementation.
- *Communication*–The openness of communication between relevant school staff and the district staff is not rated very highly by the respondents. They perceive that this communication is just *fair*.
- *Materials and Equipment*–While the majority of the items on materials and equipment are rated highly, the respondents perceive that the appropriateness and timely arrival of materials and equipment need some improvement. Overall, the respondents believe that available funding is sufficient to implement the program.
- *Leadership*–Principals are identified as the primary leader in charge of the school's CSRD program the majority of times. The respondents perceive that the primary leader's actions toward supporting the program are positive, with responses ranging in the *agree* to *strongly agree* ratings.
- *Professional Development*–Professional development activities related to the CSRD program tend to be conducted mostly by the CSR Model Representative, mainly occur after school and are conducted mainly at the school building. Generally, the data indicate that there is a positive perception toward the professional development activities. However, respondents tend to express less agreement with items indicating that the

activities are promoted with incentives, that the activities allow enough time for the development of expertise, that the activities include monitoring of teacher expertise and that the activities include sufficient training prior to the implementation of the program.

- *External Program Support*–Although respondents perceive that external program support is provided by highly competent persons, is readily available, and is relevant to the model being implemented, the data indicate less agreement that the external support is of sufficient quantity to support the development of expertise in implementing the program.
- *Student Progress*–Respondents agree that the program is addressing indicators of student progress and that the program is promoting a positive context for change.
- *Context for Change*–Teachers are perceived as supportive of the program. In addition, it is perceived that teachers consider the program of value, and want to see the program continue.

New Mexico's findings illustrate that district level policies, communication with the district, sufficient professional development training, and monitoring of teacher expertise are topics that respondents have expressed concern about in their CSRD program implementation and may require some attention.

Oklahoma

State results for each of the items in the survey are shown in Appendix G. The data reveal that Arkansas respondents are generally positive in their perceptions of how the program is being implemented. Key findings for the factors include the following:

- *Stakeholder*–Teachers, principals, and parents are the most highly involved during both the *planning for implementation* and *implementation* processes. Students are perceived as being much more involved during the *implementation* process than the *planning for implementation* process. District administrators and model developers, although not as highly involved as the stakeholders just mentioned, are moderately involved, according to respondents.
- *Vision*–Data indicates that respondents *agree* that their school's vision for the CSRD program is articulated and supported by the majority of stakeholders, provides guidance, and is linked to desired student outcomes.
- *Policies*–Policies at the school level are perceived as promoting the implementation of the program. The district level policies, however, are not perceived as promoting communication to facilitate the implementation of the program.
- *Communication*–Communication between the teachers and the principal is considered good, while the communication between the school staff and the district staff is not.
- *Materials and Equipment*–Respondents agree that materials and equipment are appropriate, easy to use, and replaced as needed. They are not as likely to agree that the equipment had arrived on schedule. Available funding is perceived as sufficient to implement the program.

- *Leadership*–Principals and teachers are almost equally identified as the primary leaders in charge of the school's CSRD program. Data indicate that the primary leader is seen as a positive promoter of the program.
- *Professional Development*–Data indicate that professional development activities related to the CSRD program are conducted mostly by the CSR Model Representative, mainly occur after school and are conducted mainly at the school building. The respondents agree that professional development activities are relevant, are guided by the school's vision, are supported with adequate resources, are attended by the majority of teachers, are conducted by highly competent persons, and provide opportunities to collaborate. However, respondents indicate less agreement with the statements that the activities are promoted with incentives, allow enough time for the development of expertise, include monitoring of teacher expertise, and include sufficient training prior to the implementation of the program.
- *External Program Support*–Responses to external program support items indicate that the support is going well.
- *Student Progress*–Respondents agree that the program promotes indicators of student progress and that it promotes a positive context for change.
- *Context for Change*–The majority of teachers at the school are seen as supportive of the program, feel that it is of value, and want to see it continue.

Oklahoma's findings of the descriptive data indicate that the respondents do not perceive that the district level policies facilitate the implementation of the CSRD program, and that the communication between the school and the district needs improvement. Concerning the

professional development activities, the respondents feel that the activities need improvement in allowing enough time for sufficient training, and that the activities lack monitoring of teacher expertise. These findings point to areas of possible future attention.

Concerning the differences in responses from time 1 to time 2 for Oklahoma, the respondents indicate that improvement has been made over time on the *materials* timely arrival and ease of use. Although not significantly different, they also feel that the materials' distribution and appropriateness for the program has somewhat improved (see Table 3).

Table 3
Oklahoma Items' Means

Survey Items	Fall '99 (N=21)		Spring '00 (N=21)		t	p value
	Mean	SD	Mean	SD		
The ***materials*** used in my school's CSRD implementation process arrived on schedule.	2.86	0.53	3.04	0.44	2.71	0.014
The ***materials*** used in my school's CSRD implementation process have been distributed on site.	3.11	0.44	3.20	0.41	1.88	0.075[a]
The ***materials*** used in my school's CSRD implementation process are easy to use.	3.03	0.42	3.18	0.34	2.57	0.018
The ***materials*** used in my school's CSRD implementation process are appropriate for the CSRD program being implemented.	3.13	0.46	3.27	0.34	1.86	0.078[a]

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.
Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
[a] Designates a trend.
t = t statistic.
p= probability value

Texas

State results for each of the items in the survey are shown in Appendix H. Respondents in Texas generally agree that the implementation of the program is progressing favorably. Key findings for the factors include the following:

- *Stakeholder*–Teachers and principals are the groups with high stakeholder involvement during the *planning for implementation* and *implementation* processes. Parents, district administrators, and model representatives have moderate involvement for both the *planning for implementation* and *implementation* phases. Students are much more involved during the *implementation* process.
- *Vision*–Data indicate that respondents *agree* that the school's vision for the CSRD program is articulated and supported by the stakeholders, provides guidance, and is linked to desired student outcomes.
- *Policies*–Respondents agree that the school level policies facilitate the program's implementation; fewer agree that the district level policies do the same. Both school and district level policies are perceived as promoting communication and permitting reorganization of school structures.
- *Communication*–Communication overall is rated just *fair*. The data reveal a lack of openness of communication regarding the program between relevant school and district staff.
- *Materials and Equipment*–Overall, respondents agree that the materials and equipment are easy to use, appropriate, well-maintained, and easily accessible. However, they do not agree that materials and equipment arrived on schedule. Data indicate that the CSRD funds are coordinated with other state and local funding and are of sufficient quantity.

- *Leadership*–Data indicate the principals are the primary leaders in charge of the CSRD program at their schools. Overall, the primary leader is rated positively. The respondents believe the leader sets a positive tone for change, promotes student learning, supports teacher networking and mentoring, and provides resources for teacher learning.
- *Professional Development*–The CSRD program's professional development activities are mainly conducted by the CSR Model Representative, and the activities are mostly conducted at the school and mostly occur after school. Respondents *agree* that professional development activities are relevant, use the school vision as guidance, are supported with adequate resources, are attended by the majority of teaches, and are conducted by highly competent persons. However, somewhat less agreement is indicated that these same activities are promoted with incentives, provide opportunities for teachers to collaborate with each other, allow enough time for teacher expertise development, include sufficient teacher training during and prior to implementation, and include monitoring of teacher expertise in implementing the program.
- *External Program Support*–Respondents agree that the external program support for the CSRD program is timely, relevant, and of sufficient quantity to support the development of expertise.
- *Student Progress*–Data indicate the schools' CSRD program is promoting an increase in student success indicators such as high attendance, good behavior, and engaged student learning.
- *Context for Change*–Overall, the respondents feel their schools were prepared for the changes the program introduced, identify the program as being adaptable to new changes and

believe it is being implemented coherently. Respondents agree that teachers are supportive of the program, consider it of value, and want the program to continue.

Texas' findings of the descriptive data indicate that communication and support from the district are areas that may need some attention. In addition, the professional development activities —providing opportunities for collaboration, allowing for teacher expertise development, monitoring of teacher expertise — are perceived as lacking by the respondents.

Concerning the differences in responses from time 1 to time 2 for Texas, significant differences in responses from schools were found in the areas of *materials and equipment, leadership, professional development*, and *external program support* for *Texas*. Table 4 lists the specific items that indicate a significant difference in responses for each of these factors. Overall, respondents indicate that school level policies are not as effective in promoting communication as they were the first time they responded to the item. The arrival, use, accessibility, and appropriateness of materials and equipment are perceived as having improved over time. However, the primary leader is seen as less effective over time in setting a positive tone for change, promoting the vision, promoting student achievement, and being aware of student progress. In the area of external program support, the same person providing the training is more consistently carried out as time elapses. The timeliness, relevancy, and competency of the training/trainer are seen in a positive light by the respondents.

Table 4
Texas Items' Means

Survey Items	Fall '99 (N=109)		Spring '00 (N=109)		t	p value
	Mean	SD	Mean	SD		
Policies at the *school level* promote communication to facilitate the implementation of the CSRD program.	3.29	0.33	3.25	0.30	-1.70	0.092[a]
The ***materials*** used in my school's CSRD implementation process arrived on schedule.	2.86	0.49	2.97	0.39	2.57	0.012
The ***equipment*** used in my school's CSRD implementation process arrived on schedule.	2.80	0.52	2.99	0.42	3.89	0.000
The ***equipment*** used in my school's CSRD implementation process is easy to use.	3.11	0.32	3.20	0.26	2.83	0.006
The ***equipment*** used in my school's CSRD implementation process is easily accessible.	3.01	0.43	3.13	0.29	3.37	0.001
The ***equipment*** used in my school's CSRD implementation process has up-to-date technology.	3.04	0.42	3.10	0.38	1.73	0.086[a]
The ***equipment*** used in my school's CSRD implementation process is appropriate for the CSRD program being implemented.	3.14	0.34	3.19	0.30	1.99	0.049[a]
The ***primary leader*** sets a positive tone for change.	3.36	0.31	3.30	0.35	-2.23	0.028
The ***primary leader*** promotes the vision for my school's CSRD program.	3.36	0.30	3.31	0.33	-1.77	0.079[a]

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.
Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
[a] Designates a trend.
t = t statistic.
p= probability value

Table 4 (cont.)
Texas Items' Means

Survey Items	Fall '99 (N=109) Mean	Fall '99 (N=109) SD	Spring '00 (N=109) Mean	Spring '00 (N=109) SD	t	p value
The ***primary leader*** promotes student learning/achievement.	3.45	0.27	3.38	0.32	-2.45	0.016
The ***primary leader*** is aware of student progress.	3.38	0.30	3.32	0.31	-2.45	0.016
The majority of ***professional development*** activities are conducted by highly competent persons.	3.21	0.23	3.17	0.27	-1.77	0.079[a]
The majority of ***professional development*** allow enough time for the development of expertise in implementing the program.	2.80	0.36	2.86	0.35	1.95	0.054[a]
The majority of ***professional development*** activities include sufficient training for the use of CSRD-related materials and equipment.	2.89	0.33	2.95	0.32	2.34	0.021
The ***external program support*** is provided in an ongoing/timely manner.	2.98	0.33	3.04	0.27	1.80	0.074[a]
The ***external program support*** is provided by highly a competent person(s).	3.10	0.33	3.16	0.27	1.79	0.077[a]
The ***external program support*** is provided by the same person(s).	2.94	0.31	3.01	0.29	2.09	0.039
The ***external program support*** is relevant to the model being implemented.	3.12	0.26	3.17	0.22	1.78	0.079[a]

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.
Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
* $p<.05$
[a] Designates a trend.
t = t statistic.
p= probability value

CONCLUDING REMARKS

The examination of the results of the *CSRD Early Implementation Survey* for the SEDL region provided some interesting observations across the five states. Although, in general, the perceptions of the respondents toward the implementation of the CSRD program were positive, the findings suggest that there are some areas that may benefit from further attention from both the SEAs and the LEAs.

Across the region, the teachers and principals were predominantly viewed as the stakeholders who were involved in both the *planning for implementation* and *implementation* phases of the program. An exception to this finding was Oklahoma, where parents were also identified as key stakeholders involved during the planning and implementation phases of the program. As one of the nine components outlined in the CSRD program legislation, parent involvement plays a major role in the success of comprehensive school reform. The New American Schools study (Glennan, 1998) has shown that parental support and involvement can influence student learning and academic achievement in schools. Boyd (1992) reminds us that school improvement efforts require the nurturing of the relationship between the school and the parents or community.

Recognizing that change is systemic, it would benefit the schools to involve the majority of the stakeholders more frequently throughout the whole process of program implementation. From a synthesis of literature reviews, personal experiences, and personal observations, Joyce, Hersch, & McKibbin's, (1983) findings suggest that in order to establish the process of effective school improvement, the responsibility lies within a combination of groups–teachers, students, parents, administrators, and community representatives.

When looking at how the policies and communication were helping the implementation of the program, the findings indicate that the school level policies facilitated the program's implementation through both its policies and openness of communication. However, the findings suggest that the district level policies and communication were not facilitating the program's implementation. In a New American Schools study (Glennan, 1998) it was demonstrated that a school's success is influenced by the school district's support, collaboration, and open communication. Olson (1999), in a study on schoolwide reform, contends that higher levels of implementation of an initiative are evidenced when support, trust, and autonomy exist between the school and the district. In their report on obstacles to restructuring, Pechman and King (1993), identify ongoing support from district staff as essential to successful reforms. Corbett (1990) advocates that without the support of central office staff and others external to the school building, restructuring becomes non-systemic and difficult to maintain. Donahue (1993) stresses that the district must thoroughly support the schools and be in alignment with its schools' cultures in order for changes to be sustained successfully.

There exist many reminders in the literature on school change that the principal and other leaders of change have a great effect on successful implementation through their roles and the strategies and activities in which they engage. Hord (1992) reminds us that although key in implementing change is the teacher, effective leadership is necessary for schools to experience successful change. In this present study, the principal was predominantly identified as the CSRD leader in the school. The findings in this area suggest that the leader is doing a good job in setting a positive tone for change, promoting the vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. In Texas, however, when looking at the differences in responses between time 1 and time 2, the

findings indicated that the leader was not setting a positive tone for change, promoting vision, and promoting student achievement as well as he/she did during the initial implementation of the program. Among other things, it may well be that the principals are experiencing what has been termed in the literature as an "implementation dip". In Busick and Inos (1992) study on the implementation phase of new programs, they discuss the "implementation dip" as a period that is likely to occur during the change process. Innovators of change must be wary of this period and realize that it is a normal characteristic of the early stages of implementation. They emphasize that leadership, especially during the difficult phases of implementation, may be especially affected.

Like leadership, the area of professional development is mentioned widely when it comes to the literature on school change and improvement. In this study, the main concerns about professional development consisted of not having enough time for the development of expertise to implement the program, not having enough training prior to the program's inception, and lack of monitoring of teacher expertise in the implementation of the program.

Over the last decade, time has consistently been mentioned as a key issue in school change research. The lack of time and insufficient training for professional development activities are, according to the research, common problems across the majority of schools and need a viable solution. Donahue (1993) reminds us that time is considered a source of stress because of its scarcity when implementing reform initiatives. He further stipulates that successful characteristics of staff development include collegiality and collaboration, experimentation and risk taking, involvement in goal setting and decision making, and time to work on staff development and assimilate new learnings. In addition, the author believes that

administrators, consultants and teachers need more preparation and training for their role as change facilitators in a reform effort.

In their book on restructuring schools, Reavis & Griffith (1992) stipulate that an implementation gap may develop when continuous "checks on progress" are lacking during the change process. Thus, monitoring of teacher expertise needs to be ensured for a successful change process to occur. Citing school improvement studies, Hord (1994) identifies categories of interventions in the change process. These five interventions include the development of a vision, the provision of resources and a supportive environment, training of skills, monitoring and evaluation, and the provision of continued assistance through monitoring. A study of the categories revealed that, among other things, implementation success was positively correlated to the number of interventions provided to the teachers.

In general, perceptions of respondents toward the implementation of the CSRD program are positive, with a strong positive consensus across the region in the areas of leadership and competent external program support. The findings suggest that there are a few areas that may benefit from further attention from LEAs, specifically in the improvement of communication between district staff and teachers, as well as in allowing enough time for teachers to develop expertise through professional development activities. Across the region, the teachers and principals are predominantly viewed as the stakeholders who are involved in both the *planning for implementation* and *implementation* phases of the program, which constitutes a positive sign.

The findings in the leadership area suggest that school leaders are doing a skillful job in setting a positive tone for change, promoting the vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. Main concerns about professional development consisted of not having enough time for the

development of expertise to implement the program, not having enough training prior to the program's inception, and lack of monitoring of teacher expertise in the implementation of the program. The present study's findings on quantity and quality of professional development and on lack of district level support are consistent with the literature on school change–lack of both is a prevalent issue that educators have yet to adequately resolve. These themes that emerged throughout the five states may need to be examined more closely at the individual school level, as this would assist in determining the appropriate approaches for the different settings to ensure workable and successful solutions.

One important suggestion for schools is to consider adapting this survey instrument to fit the needs of the school's CSRD program. The usefulness of the tool is apparent in the many relevant findings produced, although a customized version may serve to better evaluate the effectiveness of program implementation within the school's context. Ultimately, this survey instrument and the findings produced in this report grant merit to the notion that further examination and self-evaluation by schools will only assist the arduous task of sustaining an implementation effort.

Appendix A

CSRD
Early Implementation Survey

The purpose of this survey is to obtain information about the **early implementation** of the *Comprehensive School Reform Demonstration (CSRD)* program. The survey will take about 20-30 minutes to complete. There are no right or wrong answers. All of your responses are confidential and will be combined with other participant responses for reporting purposes. These statements are to be considered in the context of the school in which you work as they pertain to the CSRD program. Think about how well each statement describes your school and work environment in relation to the CSRD program. Please respond to each item by filling in the appropriate oval with a #2 pencil.

A. Stakeholder Involvement *(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)*

1. Which stakeholders in your school were a part of the Comprehensive School Reform Demonstration (CSRD) program's ***planning for implementation*** process? *(Planning for implementation is discussing a CSRD program and identifying the steps that are necessary for putting the program in place).* Please indicate a response for each stakeholder.

Stakeholder:	Involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
Teachers	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Students	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Principal	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Parents	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
District Administrators	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
School Board Members	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Community and Business Leaders	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Representative for Design/Model	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Other (specify_____)	○ Yes	○ No	○ Don't know			

Comments: _____

2. Which stakeholders in your school are a part of the CSRD program's ***implementation process***? *(Implementation is using the CSRD program in the classroom/school).* Please indicate a response for each stakeholder.

Stakeholder:	Involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
Teachers	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Students	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Principal	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Parents	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
District Administrators	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
School Board Members	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Community and Business Leaders	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Representative for Design/Model	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Other (specify_____)	○ Yes	○ No	○ Don't know			

Comments: _____

3. Of those listed below, which stakeholders in your school are...	... strongly encouraged to participate in CSRD program activities at your school?			... kept apprised of CSRD program activities as they occur?		
Teachers	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Students	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Principal	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Parents	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
District Administrators	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
School Board Members	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Community and Business Leaders	○ Yes	○ No	○ Don't know	○ Yes	○ No	○ Don't know
Other (specify_____)	○ Yes	○ No	○ Don't know			

Comments: _____

B. Vision *(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)*

1. My school's vision for its CSRD program:	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) can be articulated by the majority of the stakeholders.	①	②	③	④	⑤
b) is supported by the majority of the stakeholders.	①	②	③	④	⑤
c) guides the implementation of my school's CSRD program.	①	②	③	④	⑤
d) is linked to desired student outcomes.	①	②	③	④	⑤

Comments: _____

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C. **Policies** *(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*

1. Policies. . .	at the ***DISTRICT*** level: Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	at the ***SCHOOL*** level: Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) … facilitate the implementation of our CSRD program *(e.g., early release days, autonomy in implementation).*	①	②	③	④	⑤	①	②	③	④	⑤
b) … permit reorganization of school structures for the implementation of the CSRD program *(e.g., opportunities for team teaching, use of parent volunteers).*	①	②	③	④	⑤	①	②	③	④	⑤
c) … promote communication to facilitate the implementation of the CSRD program *(e.g., use of newsletters, memos, or use of online communication).*	①	②	③	④	⑤	①	②	③	④	⑤

Comments: _____

D. **Communication** *(Communication can be thought of as the process by which information is exchanged within the school environment.)*

1. Rate the openness of communication regarding the CSRD program between:	Poor	Fair	Good	Excellent
a) teachers and the principal.	①	②	③	④
b) the principal and district staff.	①	②	③	④
c) teachers and district staff.	①	②	③	④

Comments: _____

E. **Materials and Equipment** *(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)*

1. The ***materials*** *(e.g. manipulatives, workbooks, texts, manuals, consumables)* used in my school's CSRD implementation process. . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) arrived on schedule.	①	②	③	④	⑤
b) have been distributed on site.	①	②	③	④	⑤
c) are easy to use.	①	②	③	④	⑤
d) are appropriate for all students.	①	②	③	④	⑤
e) are age appropriate.	①	②	③	④	⑤
f) are appropriate for the CSRD program being implemented.	①	②	③	④	⑤
g) are replaced as needed.	①	②	③	④	⑤

Comments: _____

2. The ***equipment*** *(e.g. overhead projectors, computers, software)* used in my school's CSRD implementation process. . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) arrived on schedule.	①	②	③	④	⑤
b) is easy to use.	①	②	③	④	⑤
c) is easily accessible.	①	②	③	④	⑤
d) is appropriate for all students.	①	②	③	④	⑤
e) is well maintained.	①	②	③	④	⑤
f) has up-to-date technology.	①	②	③	④	⑤
g) is appropriate for the CSRD program being implemented.	①	②	③	④	⑤

Comments: _____

3. In order to implement the program, the CSRD funds received have been. . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) coordinated with other state funding.	①	②	③	④	⑤
b) coordinated with local funding.	①	②	③	④	⑤
c) insufficient even when coordinated with other funding.	①	②	③	④	⑤

Comments: _____

F. **Leadership** *(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)*

1. Has there been a change in leadership at your school since you began work on the CSRD Program?
   ○ Yes ○ No

2. If yes, please indicate how many times there has been a change.
   ○ once ○ more than twice
   ○ twice

3. The **primary leader** who is currently in charge of my school's CSRD program implementation is the:
   ○ Teacher ○ Central/District Office Staff
   ○ Principal ○ Other: _____
   ○ Superintendent

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4. The primary leader. . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) sets a positive tone for change.	①	②	③	④	⑤
b) promotes the vision for my school's CSRD program.	①	②	③	④	⑤
c) promotes student learning/achievement.	①	②	③	④	⑤
d) is aware of student progress.	①	②	③	④	⑤
e) ensures that technical assistance is being provided.	①	②	③	④	⑤
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	①	②	③	④	⑤
g) supports teacher networking.	①	②	③	④	⑤
h) provides resources for teacher learning.	①	②	③	④	⑤
i) encourages teachers' full participation in the program.	①	②	③	④	⑤
j) supports teachers' mentoring of each other on issues related to the program.	①	②	③	④	⑤
k) attends professional development activities with teachers.	①	②	③	④	⑤

Comments: _____

G. Professional Development *(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)*

1. Who conducts ***the majority*** of professional development activities related to your CSRD program? (Mark only one).
   - ○ CSR Model/Design representative
   - ○ Teachers
   - ○ Principal
   - ○ Central/District office staff
   - ○ State personnel
   - ○ Consultants
   - ○ Other (specify: _____)

2. When do professional development activities for the CSRD program ***mostly occur*** at your school? (Mark only one).
   - ○ After school
   - ○ During planning period
   - ○ Weekends
   - ○ Summer
   - ○ Other (specify: _____)

3. Where do professional development activities for the CSRD program ***mostly occur***? (Mark only one.)
   - ○ at my school
   - ○ within my district
   - ○ out of town (How many miles? _____)
   - ○ Other (specify: _____)

4. The majority of the ***professional development*** activities related to my school's CSRD program. . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) are relevant to the program being implemented.	①	②	③	④	⑤
b) are guided by the school's vision.	①	②	③	④	⑤
c) are promoted with incentives *(e.g., stipends, additional opportunities for school staff)*.	①	②	③	④	⑤
d) are supported with adequate resources.	①	②	③	④	⑤
e) are attended by the majority of the teachers.	①	②	③	④	⑤
f) are mostly conducted by the same person(s).	①	②	③	④	⑤
g) are conducted by highly competent person(s).	①	②	③	④	⑤
h) provide opportunities to collaborate with other school staff about the program.	①	②	③	④	⑤
i) allow enough time for the development of expertise in implementing the program.	①	②	③	④	⑤
j) include sufficient training for the use of CSRD-related materials and equipment.	①	②	③	④	⑤
k) include monitoring of teacher expertise in implementing the program.	①	②	③	④	⑤
l) included sufficient training prior to the implementation of the program.	①	②	③	④	⑤

Comments: _____

H. External Program Support *(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)*

1. The ***external program support*** provided for my school's CSRD program. . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) is provided in an ongoing and timely manner.	①	②	③	④	⑤
b) is provided by highly competent/knowledgeable person(s).	①	②	③	④	⑤
c) is provided by the same person(s).	①	②	③	④	⑤
d) is readily available when the need for support arises.	①	②	③	④	⑤
e) is available only on a pre-scheduled basis.	①	②	③	④	⑤
f) is relevant to the model being implemented.	①	②	③	④	⑤
g) is of sufficient quantity to support the development of expertise in implementing the program.	①	②	③	④	⑤

Comments: _____

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I. Student Progress *(Student progress can be thought of as the achievement of student success indicators.)*

1. My school's CSRD program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) is directly linked to desired student outcomes.	①	②	③	④	⑤
b) promotes student success in the desired content area(s) *(e.g. reading, math).*	①	②	③	④	⑤
c) regularly examines student level data to monitor its progress *(e.g. attendance, discipline, content area achievement).*	①	②	③	④	⑤
d) promotes an increase in student attendance.	①	②	③	④	⑤
e) promotes a decrease in discipline problems.	①	②	③	④	⑤
f) promotes an increase in engaged student learning.	①	②	③	④	⑤

Comments: _____

J. Context for Change (Environment) *(Context for change can be thought of as an organization's state of readiness for change and improvement.)*

1. What month and year did your school first begin the CSRD program? ○ Jan. ○ Feb. ○ Mar. ○ Apr. ○ May ○ June ○ July ○ Aug. ○ Sep. ○ Oct. ○ Nov. ○ Dec. / ○ 97 ○ 98 ○ 99

2. My school's CSRD program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) prescribed changes for which my school was unprepared.	①	②	③	④	⑤
b) is addressing the identified school needs as outlined in the school's plan.	①	②	③	④	⑤
c) is implemented in a coherent and comprehensive way.	①	②	③	④	⑤
d) is revised to accommodate new challenges that arise.	①	②	③	④	⑤

Comments: _____

3. How many other ***programs*** is your school currently implementing that are *not related to your school's CSRD program?*
   ○ 0 ○ 1-2 ○ 3-4 ○ More than 4

4. Overall, ***prior efforts*** to implement new programs at this school have been:
   ① Poor ② Fair ③ Good ④ Excellent

5. What were some of these programs? _____

6. The *majority* of teachers at my school...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) support the CSRD program.	①	②	③	④	⑤
b) feel that the CSRD program is of value.	①	②	③	④	⑤
c) would like to see the program continue.	①	②	③	④	⑤

Comments: _____

K. Demographics

Position Title: ○ Teacher ○ Principal ○ Superintendent ○ Central/District Office staff ○ Other _____

Gender: ○ Female ○ Male

Teaching/Administrative Experience: (in years) ○ 0-2 ○ 3-5 ○ 6-10 ○ >10

Race/Ethnicity: ○ American Indian ○ Asian ○ Black ○ Hispanic ○ White ○ Other _____

Please use the remaining space for further comments/clarifications. Thank you. _____

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Appendix B

Arkansas
DEPARTMENT OF EDUCATION
4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475
RAYMOND SIMON, Director

April 3, 2000

TO: Arkansas Schools with Funded CSRD Programs

FROM: Dr. Charles D. Watson, Program Manager

SUBJECT: Implementation Survey

Last fall your school participated in a survey distributed by the Southwest Educational Development Laboratory (SEDL) to observe the implementation process of the demonstration model in your school. In order to collect data that will allow the evaluators to observe the implementation over time, a follow-up survey is requested. This second administration of the survey will gather longitudinal information to better understand the implementation process of the CSRD program. SEDL again is responsible for distributing the questionnaires, collecting the information and completing the reports.

Thanks to your complete and timely responses, Arkansas CSRD schools led those from the other states in the southwest region in the rate of return and the completeness of the surveys. I know you will maintain that reputation and complete the surveys according to the instructions provided in the packet. You will recall preliminary data from the survey helped frame the conference held in early February.

I have bragged to coordinators from other states how responsive Arkansas schools are to special requests such as this. Each school, in its own way, has told me how much CSRD has meant to the school. Good evaluation data will help assure continued funding, and perhaps greater increases in the future.

If you have questions about the program or the evaluation component, please feel free to call my office at 501-682-4474.

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
http://www.doe.state.la.us

April 24, 2000

TO: Principals Receiving Comprehensive School Reform (CSRD)Grants

FROM: Rodney Watson, Director
Division of School Standards, Accountability, and Assistance

SUBJECT: Comprehensive School Reform Demonstration (CSRD) CDFA# 84.332A
Southwest Educational Development Laboratory (SEDL) *Early Implementation Survey*

The Southwest Educational Development Laboratory (SEDL), a national regional service center, has developed a questionnaire in order to obtain information about the implementation of the CSRD program. SEDL's goal is to gather information throughout implementation as the initiative unfolds in the schools. The second administration of this survey will gather longitudinal information from participating schools about their progress in implementing the CSRD program. Just as with the first administration of this questionnaire, SEDL is distributing, collecting, and analyzing the *Early Implementation Survey*.

Enclosed in this packet are surveys together with envelopes and one large return envelope addressed to SEDL. SEDL will receive the survey forms, analyze the information, and compile a summary report. It takes approximately 20 to 30 minutes to complete the survey. Blank envelopes have been provided so that each individual who completes the survey may seal and return it to a designated central location, thereby ensuring confidentiality.

You may assist in this project by completing the following tasks:

1. Upon receipt of this package, distribute the surveys and individual envelopes to all staff in your school.
2. Ask the staff to complete and return the survey in a sealed envelope to a central location.
3. Complete the principal survey.
4. Return the completed surveys to SEDL in the self-addressed, stamped envelope. The surveys need to be completed and returned to SEDL by M.. 12, 2000.

Thank you for your participation in this important research project. If you have any questions or concerns, please feel free to call Lori Lodge at 225-342-2746 or e-mail llodge@mail.doe.state.la.us.

RW/ll

c: District Assistance Team Contacts
Accountability Contacts
Title I Directors

Enclosures

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DEPARTMENT OF EDUCATION — EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786

MICHAEL J. DAVIS
SUPERINTENDENT OF PUBLIC INSTRUCTION

Telephone (505) 827-6516
Fax (505) 827-6696

April 14, 2000

David Fontaine
Zuni High School
PO Box 550
Zuni, NM 87327

Dear Mr. Fontaine

Earlier this year, your school was awarded a grant to implement a *Comprehensive School Reform Demonstration (CSRD)* program. Included with this letter are several copies of an *Early Implementation Survey* concerning this initiative. Our goal is to gather information throughout the process of program implementation as the initiative unfolds in the schools. You may recall that in the Fall your school completed the first administration of this survey. The second administration of the survey will gather longitudinal information from participating schools about their progress in implementing the CSRD program. In an effort to provide the best resources and information relevant to the CSRD program, the New Mexico State Department of Education and the Southwest Educational Development Laboratory (SEDL) work collaboratively as partners and co-sponsors of activities pertaining to the program. Therefore, SEDL is assisting us with the tasks of distributing, collecting and analyzing the *Early Implementation Survey*.

Enclosed in this packet are 32 surveys together with 32 envelopes and one large return envelope which is addressed to SEDL. Since SEDL is assisting us in this project, they will receive the survey forms, analyze the information and compile a summary report.

It has been determined that it takes approximately 20-30 minutes to complete the survey. Blank envelopes have been provided so that each individual who completes the survey may seal and return it to a designated central location, thereby ensuring the confidentiality of responses.

I would appreciate your assistance in this research project by completing the following tasks:

- Upon receipt of this package, please distribute the surveys and the individual envelopes to all staff in your school;
- Ask them to complete and return the survey in a sealed envelope to a central location;
- You as the school principal should also complete the survey;
- Once gathered, please return the completed surveys to SEDL in the self-addressed, stamped envelope. The surveys need to be completed and returned to SEDL by May 5, 2000.

Thank you for your participation in this important research project. If you have any questions or concerns, please feel free to call me at (505) 827-1230 or e-mail me at kwilson@sde.state.nm.us.

Sincerely,

Karren Wilson

Karren Wilson
CSRD Coordinator

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SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

April 10, 2000

Ms. Carolyn Harris
Principal, M.L. King School of Writing and Comm. Arts
Oklahoma City Public Schools
1537 Northeast 24th Street
Oklahoma City, Oklahoma 73111-3212

Dear Ms. Harris:

Earlier this year your school was awarded a grant from the Oklahoma State Department of Education to implement a Comprehensive School Reform Demonstration (CSRD) Program. Included with this letter are several copies of an Early Implementation Survey concerning this initiative. The purpose of this survey is to obtain information about the implementation of the CSRD Program in your school. You may recall that this survey was previously sent to your school. The second administration of this survey will gather longitudinal information from participating schools about their progress in implementing the CSRD Program. It is imperative that we gather information throughout the process of program implementation as the initiative unfolds in schools. In an effort to provide the best resources and information relevant to the CSRD Program, the Oklahoma State Department of Education and the Southwest Educational Development Laboratory (SEDL) work collaboratively as partners and co-sponsors of activities pertaining to the program. Therefore, SEDL is assisting us with the tasks of distributing, collecting and analyzing the Early Implementation Survey.

Enclosed in this packet are individual surveys and envelopes to be distributed to all certified staff in the school and to parents who have been involved in the site level reform initiative. Also enclosed is one large return envelope which is addressed to SEDL. Because SEDL is assisting us in this project, they will receive the survey forms, analyze the information and compile a summary report. Please complete and return the surveys to SEDL by May 5, 2000.

Thank you for your participation in this important research project. If you have any questions or concerns, please feel free to call Judy Craig, Director, Title I CSRD Program, at (405) 522-4511 or e-mail: judy_craig@mail.sde.state.ok.us.

Sincerely,

Judy C. McDonald

Judy C. McDonald, Ph.D., Team Leader
School Support/Title I/Indian Education

JCM/pd
Enclosures
cc: State Superintendent Sandy Garrett

2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205
http://sde.state.ok.us

TEXAS EDUCATION AGENCY

1701 North Congress Ave ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ http://www.tea.state.tx.us

Jim Nelson
Commissioner of Education

April 18, 2000

TO THE GRANTEE ADDRESSED:

SUBJECT: Second Administration of the *Early Implementation Survey* for the Improving Teaching and Learning/Comprehensive School Reform Demonstration Program Grant

The Texas Education Agency (TEA) and the Southwest Educational Development Laboratory (SEDL) are collaborating in a research project to collect ongoing implementation data from the recipients of the Improving Teaching and Learning (ITL) grants awarded in February 1999. The enclosed *Early Implementation Survey* is part of the research project and replaces the Early Implementation Principal Survey referenced in the original Request for Application.

Enclosed are 25 copies of the *Early Implementation Survey* for the ITL/CSRD program to be completed by the campus principal and 24 other staff members. Approximately 20-30 minutes is needed to complete the survey. Participation is required. Failure to return the survey will constitute a higher risk rating for the LEA when determining which ITL/CSRD projects will be monitored during 2000-2001.

You may recall that this survey was sent to your school last Fall. The second administration of this survey will gather longitudinal information from participating schools. The survey information is needed for reporting to the U.S. Department of Education, for determining how implementation of this program is progressing, and for providing follow-up to ensure the program's success.

Enclosed are envelopes to ensure confidentiality of responses. Each individual who completes the survey may seal and return it to a designated central location on the campus. All *Early Implementation Survey* responses should be completed and returned to SEDL by **May 5, 2000.**

Thank you in advance for your participation in this important research project. If you have any questions or concerns, please contact Ms. Carole Smith in the Division of Student Support Programs at TEA at 512-463-9374 or via electronic mail at csrd@tmail.tea.state.tx.us.

Sincerely,

Carol V. Francois
Associate Commissioner
for the Education of Special Populations

CVF/cs

Enclosures

Appendix C

TO: School Principal

FROM: SEDL

SUBJECT: Instructions for the distribution and collection of the *CSRD Implementation Survey*

Suggested instructions for distributing and collecting the surveys:

- Please distribute the surveys and the brown envelopes provided ***to the teachers/school staff*** in the building.

- Ask each teacher/school staff to complete and return the survey in the individual brown envelope to a predetermined central location. The individual brown envelopes may be sealed to ensure the confidentiality of the individual's responses.

- You, as the ***school principal, should also complete the survey***.

- Once the completed surveys have been returned to you, please return them to SEDL in the self-addressed, stamped envelope provided. The surveys need to be ***completed and returned to SEDL by May 12, 2000***.

Thank you for your assistance.

Comprehensive School Reform Demonstration (CSRD) Program
Southwest Educational Development Laboratory
512-476-6861

Appendix D

State Name: Arkansas
Total Schools (Fall, 1999): 27
Total Schools (Spring, 2000): 26

A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's ***planning for implementation*** process?

(Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, was this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	27	92	12	27	85	15
	Spring	26	89	21	26	81	22
b) Students	Fall	27	41	36	27	38	35
	Spring	26	45	33	26	42	30
c) Principal	Fall	27	93	11	27	82	16
	Spring	26	88	20	26	81	21
d) Parents	Fall	27	58	32	27	53	31
	Spring	26	59	34	26	49	34
e) District Administrators	Fall	27	80	21	27	70	23
	Spring	26	79	23	26	72	25
f) School Board Members	Fall	27	48	31	27	43	30
	Spring	26	53	32	26	48	31
g) Community Leaders	Fall	27	40	34	27	38	33
	Spring	26	42	35	26	36	35
h) Rep. for design/model	Fall	27	67	24	27	62	27
	Spring	26	65	27	26	58	29
i) Other	Fall	27	14	25	27	16	24
	Spring	26	4	7	26	8	9

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSRD program's ***implementation process***?
(Implementation is using the CSRD program in the classroom/school)

Stakeholder	Survey Period	Was the stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, is this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	27	95	9	27	86	12
	Spring	26	93	19	26	83	20
b) Students	Fall	27	72	27	27	65	28
	Spring	26	74	26	26	66	28
c) Principal	Fall	27	92	10	27	85	14
	Spring	26	89	19	26	81	21
d) Parents	Fall	27	65	30	27	59	30
	Spring	26	60	31	26	53	32
e) District Administrators	Fall	27	73	23	27	66	24
	Spring	26	73	25	26	67	28
f) School Board Members	Fall	27	41	31	27	36	30
	Spring	26	46	31	26	41	32
g) Community Leaders	Fall	27	39	32	27	37	32
	Spring	26	36	35	26	35	36
h) Rep. for design/model	Fall	27	64	26	27	59	27
	Spring	26	62	29	26	55	31
i) Other	Fall	27	12	25	27	14	26
	Spring	26	5	7	26	5	6

Note. Values represent average percents of "yes" responses per schools.

3. Of those listed below, which stakeholders in your school are…

Stakeholder	Survey Period	… strongly encouraged to participate in CSRD program activities at your school? Total N	Mean Percent	Standard Deviation	… kept apprised of CSRD program activities as they occur? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	27	93	8	27	75	23
	Spring	26	93	19	26	79	21
b) Students	Fall	27	77	23	27	60	25
	Spring	26	76	30	26	62	31
c) Principal	Fall	27	91	9	27	75	23
	Spring	26	89	19	26	78	20
d) Parents	Fall	27	70	25	27	65	22
	Spring	26	68	28	26	62	29
e) District Administrators	Fall	27	69	26	27	63	26
	Spring	26	70	22	26	65	24
f) School Board Members	Fall	27	37	29	27	53	30
	Spring	26	46	29	26	50	29
g) Community Leaders	Fall	27	41	30	27	46	31
	Spring	26	44	31	26	44	32
h) Other	Fall	27	7	18	27	14	26
	Spring	26	5	6	26	7	8

Note: Values represent average percents of "yes" responses per schools

B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program: it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **can be articulated by the majority of the stakeholders.**	Fall	27	3.26	.29	0.82	0.420
	Spring	26	3.30	.36		
b) **is supported by the majority of the stakeholders.**	Fall	27	3.22	.32	1.33	0.195
	Spring	26	3.29	.41		
c) **guides the implementation of my school's CSRD program.**	Fall	27	3.33	.26	0.39	0.699
	Spring	26	3.34	.38		
d) **is linked to desired student outcomes.**	Fall	27	3.47	.21	-0.27	0.785
	Spring	26	3.44	.32		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

C. Policies

(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)

1. At the **district level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (***e.g., early release days, autonomy in implementation***).	Fall	27	3.22	.28	0.00	0.999
	Spring	26	3.20	.42		
b) **permit reorganization of school structures for the implementation of the CSRD program** (***e.g.,opportunities for team teaching, use of parent volunteers***).	Fall	27	3.22	.27	0.21	0.837
	Spring	26	3.21	.35		
c) **promote communication to facilitate the implementation of the CSRD program** (***e.g., use of newsletters, memos, or use of online communication***).	Fall	27	3.16	.34	0.55	0.590
	Spring	26	3.20	.33		

2. At the **school level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (***e.g., early release days, autonomy in implementation***).	Fall	27	3.30	.28	0.04	0.966
	Spring	26	3.25	.50		
b) **permit reorganization of school structures for the implementation of the CSRD program** (***e.g.,opportunities for team teaching, use of parent volunteers***).	Fall	27	3.30	.31	0.13	0.899
	Spring	26	3.31	.38		
c) **promote communication to facilitate the implementation of the CSRD program** (***e.g., use of newsletters, memos, or use of online communication***).	Fall	27	3.27	.34	0.66	0.513
	Spring	26	3.31	.37		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

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D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSRD program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall	27	3.17	.41	0.44	0.661
	Spring	26	3.15	.61		
b) the principal and district staff.	Fall	27	3.12	.36	-0.33	0.742
	Spring	26	3.04	.61		
c) teachers and district staff.	Fall	27	2.85	.46	0.46	0.646
	Spring	26	2.83	.67		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)

1. The ***materials*** *(e.g. manipulatives, workbooks, texts, manuals, consumables)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	27	3.03	.56	-0.22	0.831
	Spring	26	3.02	.61		
b) have been distributed on site.	Fall	27	3.36	.24	-1.30	0.207
	Spring	26	3.28	.35		
c) are easy to use.	Fall	27	3.19	.44	-0.46	0.649
	Spring	26	3.17	.41		
d) are appropriate for all students.	Fall	27	3.17	.42	-1.25	0.222
	Spring	26	3.10	.45		
e) are age appropriate.	Fall	27	3.25	.33	-0.92	0.365
	Spring	26	3.20	.39		
f) are appropriate for the CSRD program being implemented.	Fall	27	3.31	.29	-0.97	0.341
	Spring	26	3.26	.36		
g) are replaced as needed.	Fall	27	3.24	.32	-1.43	0.167
	Spring	26	3.15	.44		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

[MATERIALS AND EQUIPMENT]

2. The ***equipment*** *(e.g. overhead projectors, computers, software)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	27	3.10	.43	0.37	0.717
	Spring	26	3.14	.42		
b) is easy to use.	Fall	27	3.12	.42	0.91	0.374
	Spring	26	3.19	.39		
c) is easily accessible.	Fall	27	3.15	.41	0.46	0.653
	Spring	26	3.19	.40		
d) is appropriate for all students.	Fall	27	3.10	.45	1.32	0.199
	Spring	26	3.21	.38		
e) is well maintained.	Fall	27	3.14	.41	0.34	0.736
	Spring	26	3.19	.37		
f) has up-to-date technology.	Fall	27	3.11	.48	0.58	0.569
	Spring	26	3.18	.40		
g) is appropriate for the CSRD program being implemented.	Fall	27	3.20	.39	0.71	0.487
	Spring	26	3.25	.35		

3. In order to implement the program, the CSRD funds received have been…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall	27	3.35	.29	-0.40	0.690
	Spring	26	3.32	.38		
b) coordinated with local funding.	Fall	27	3.31	.30	-0.22	0.826
	Spring	26	3.29	.37		
c) insufficient even when coordinated with other funding.	Fall	27	2.42	.55	-0.12	0.903
	Spring	26	2.41	.65		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

F. Leadership

(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)

4. The primary leader…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **sets a positive tone for change.**	Fall	27	3.40	.30	-0.08	0.937
	Spring	26	3.39	.36		
b) **promotes the vision for my school's CSRD program.**	Fall	27	3.44	.25	0.18	0.855
	Spring	26	3.45	.33		
c) **promotes student learning/achievement.**	Fall	27	3.47	.23	0.99	0.334
	Spring	26	3.51	.32		
d) **is aware of student progress.**	Fall	27	3.39	.27	1.08	0.291
	Spring	26	3.47	.31		
e) **ensures that technical assistance is being provided.**	Fall	27	3.30	.32	1.04	0.309
	Spring	26	3.38	.36		
f) **facilitates the rescheduling of the class/school day to insure teacher learning time.**	Fall	27	3.30	.35	0.32	0.748
	Spring	26	3.33	.42		
g) **supports teacher networking.**	Fall	27	3.36	.32	0.90	0.375
	Spring	26	3.42	.38		
h) **provides resources for teacher learning.**	Fall	27	3.37	.28	0.32	0.751
	Spring	26	3.41	.38		
i) **encourages teachers' full participation in the program.**	Fall	27	3.47	.23	0.59	0.563
	Spring	26	3.50	.33		
j) **supports teachers' mentoring of each other on issues related to the program.**	Fall	27	3.38	.29	0.87	0.392
	Spring	26	3.45	.34		
k) **attends professional development activities with teachers.**	Fall	27	3.43	.24	0.37	0.716
	Spring	26	3.43	.37		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

G Professional Development

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

4. The majority of the ***professional development*** activities related to my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall	27	3.32	.24	1.14	0.264
	Spring	26	3.38	.34		
b) are guided by the school's vision.	Fall	27	3.35	.23	1.15	0.262
	Spring	26	3.39	.31		
c) are promoted with incentives (*e.g., stipends, additional opportunities for school staff*).	Fall	27	2.77	.59	1.24	0.225
	Spring	26	2.86	.64		
d) are supported with adequate resources.	Fall	27	3.14	.35	0.92	0.368
	Spring	26	3.20	.34		
e) are attended by the majority of the teachers.	Fall	27	3.34	.26	0.56	0.584
	Spring	26	3.36	.30		
f) are mostly conducted by the same person(s).	Fall	27	2.92	.51	1.01	0.324
	Spring	26	3.03	.47		
g) are conducted by highly competent person(s).	Fall	27	3.32	.29	-0.16	0.872
	Spring	26	3.30	.33		
h) provide opportunities to collaborate with other school staff about the program.	Fall	27	3.20	.32	0.63	0.535
	Spring	26	3.22	.37		
i) allow enough time for the development of expertise in implementing the program.	Fall	27	2.89	.46	0.90	0.377
	Spring	26	2.98	.47		
j) include sufficient training for the use of CSRD-related materials and equipment.	Fall	27	3.01	.40	0.27	0.786
	Spring	26	3.05	.44		
k) include monitoring of teacher expertise in implementing the program.	Fall	27	3.14	.34	-0.47	0.642
	Spring	26	3.13	.36		
l) included sufficient training prior to the implementation of the program.	Fall	27	2.98	.43	-0.20	0.841
	Spring	26	2.99	.44		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<0.05

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II. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The ***external program support*** provided for my school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall	27	3.17	.30	-0.67	0.509
	Spring	26	3.10	.42		
b) is provided by highly competent/knowledgeable person(s).	Fall	27	3.23	.27	-0.13	0.897
	Spring	26	3.18	.41		
c) is provided by the same person(s).	Fall	27	2.88	.45	0.89	0.385
	Spring	26	2.92	.52		
d) is readily available when the need for support arises.	Fall	27	3.09	.35	0.27	0.787
	Spring	26	3.07	.42		
e) is available only on a pre-scheduled basis.	Fall	27	2.85	.42	-0.35	0.727
	Spring	26	2.76	.44		
f) is relevant to the model being implemented.	Fall	27	3.26	.24	-0.78	0.443
	Spring	26	3.18	.38		
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall	27	3.14	.33	-0.46	0.650
	Spring	26	3.08	.40		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t values were not significant at p<0.05.

I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **is directly linked to desired student outcomes.**	Fall	27	3.41	.26	1.43	0.164
	Spring	26	3.47	.32		
b) **promotes student success in the desired content area(s) (*e.g. reading, math*).**	Fall	27	3.44	.27	0.43	0.668
	Spring	26	3.44	.33		
c) **regularly examines student level data to monitor its progress (*e.g. attendance, discipline, content area achievement*).**	Fall	27	3.36	.29	1.21	0.238
	Spring	26	3.42	.34		
d) **promotes an increase in student attendance.**	Fall	27	3.15	.37	1.55	0.135
	Spring	26	3.23	.41		
e) **promotes a decrease in discipline problems.**	Fall	27	3.08	.37	0.59	0.559
	Spring	26	3.17	.42		
f) **promotes an increase in engaged student learning.**	Fall	27	3.37	.30	0.51	0.612
	Spring	26	3.42	.38		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **prescribed changes for which my school was unprepared.**	Fall	27	2.10	.44	0.65	0.520
	Spring	26	2.17	.33		
b) **is addressing the identified school needs as outlined in the school's plan.**	Fall	27	3.27	.24	0.99	0.332
	Spring	26	3.31	.34		
c) **is implemented in a coherent and comprehensive way.**	Fall	27	3.20	.33	1.01	0.321
	Spring	26	3.27	.35		
d) **is revised to accommodate new challenges that arise.**	Fall	27	3.20	.35	0.48	0.635
	Spring	26	3.22	.38		

2. The ***majority*** of teachers at my school…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **support the CSRD program.**	Fall	27	3.19	.42	0.64	0.531
	Spring	26	3.22	.48		
b) **feel that the CSRD program is of value.**	Fall	27	3.23	.39	-0.05	0.957
	Spring	26	3.22	.47		
c) **would like to see the program continue.**	Fall	27	3.23	.44	-0.19	0.852
	Spring	26	3.21	.54		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

END OF SURVEY RESULTS

Appendix E

State Name: Louisiana
Total Schools (Fall, 1999): 48
Total Schools (Spring, 2000): 53

A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's ***planning for implementation*** process?

(Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	48	78	23	48	69	27
	Spring	53	83	17	53	73	20
b) Students	Fall	48	36	23	48	32	22
	Spring	53	47	25	53	41	25
c) Principal	Fall	48	81	18	48	68	26
	Spring	53	86	15	53	71	20
d) Parents	Fall	48	42	24	48	37	24
	Spring	53	45	26	53	39	25
e) District Administrators	Fall	48	48	24	48	39	25
	Spring	53	48	25	53	39	24
f) School Board Members	Fall	48	29	24	48	24	24
	Spring	53	29	27	53	23	26
g) Community Leaders	Fall	48	29	25	48	25	24
	Spring	53	31	29	53	27	28
h) Rep. for design/model	Fall	48	43	26	48	39	26
	Spring	53	41	27	53	35	24
i) Other	Fall	48	6	8	48	7	8
	Spring	53	6	12	53	7	13

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSRD program's ***implementation process***?
(Implementation is using the CSRD program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, is this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	48	83	19	48	72	22
	Spring	53	88	14	53	77	19
b) Students	Fall	48	65	25	48	56	27
	Spring	53	70	22	53	61	24
c) Principal	Fall	48	77	20	48	67	23
	Spring	53	79	18	53	68	21
d) Parents	Fall	48	46	28	48	39	24
	Spring	53	47	26	53	41	27
e) District Administrators	Fall	48	40	26	48	33	25
	Spring	53	38	26	53	34	26
f) School Board Members	Fall	48	25	25	48	20	23
	Spring	53	23	27	53	21	27
g) Community Leaders	Fall	48	25	25	48	21	24
	Spring	53	27	29	53	24	29
h) Rep. for design/model	Fall	48	41	29	48	35	28
	Spring	53	39	26	53	34	25
i) Other	Fall	48	6	7	48	6	8
	Spring	53	6	11	53	8	13

Note. Values represent average percents of "yes" responses per schools.

3. Of those listed below, which stakeholders in your school are…

Stakeholder	Survey Period	… strongly encouraged to participate in CSRD program activities at your school? Total N	Mean Percent	Standard Deviation	… kept apprised of CSRD program activities as they occur? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	48	84	19	48	67	24
	Spring	53	86	16	53	72	20
b) Students	Fall	48	68	27	48	49	27
	Spring	53	75	22	53	55	24
c) Principal	Fall	48	76	20	48	63	23
	Spring	53	79	17	53	70	20
d) Parents	Fall	48	52	29	48	42	26
	Spring	53	56	26	53	44	25
e) District Administrators	Fall	48	36	25	48	33	23
	Spring	53	38	28	53	34	27
f) School Board Members	Fall	48	25	24	48	22	21
	Spring	53	28	29	53	25	27
g) Community Leaders	Fall	48	27	25	48	22	22
	Spring	53	34	30	53	27	26
h) Other	Fall	48	5	8	48	6	9
	Spring	53	6	12	53	7	12

Note. Values represent average percents of "yes" responses per schools

B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **can be articulated by the majority of the stakeholders.**	Fall	48	2.97	.43	1.34	0.188
	Spring	53	3.03	.40		
b) **is supported by the majority of the stakeholders.**	Fall	48	3.04	.44	0.54	0.590
	Spring	53	3.07	.43		
c) **guides the implementation of my school's CSRD program.**	Fall	48	3.11	.40	0.56	0.576
	Spring	53	3.12	.39		
d) **is linked to desired student outcomes.**	Fall	48	3.30	.34	-0.90	0.374
	Spring	53	3.22	.37		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

C. Policies

(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)

1. At the **district level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (*e.g., early release days, autonomy in implementation*).	Fall	48	2.95	.40	-0.47	0.640
	Spring	53	2.93	.41		
b) **permit reorganization of school structures for the implementation of the CSRD program** (*e.g.,opportunities for team teaching, use of parent volunteers*).	Fall	48	2.99	.37	0.25	0.805
	Spring	53	2.98	.38		
c) **promote communication to facilitate the implementation of the CSRD program** (*e.g., use of newsletters, memos, or use of online communication*).	Fall	48	2.96	.37	0.49	0.626
	Spring	53	2.98	.38		

2. At the **school level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (*e.g., early release days, autonomy in implementation*).	Fall	48	3.15	.37	-0.65	0.521
	Spring	53	3.10	.39		
b) **permit reorganization of school structures for the implementation of the CSRD program** (*e.g.,opportunities for team teaching, use of parent volunteers*).	Fall	48	3.18	.34	-0.77	0.444
	Spring	53	3.13	.36		
c) **promote communication to facilitate the implementation of the CSRD program** (*e.g., use of newsletters, memos, or use of online communication*).	Fall	48	3.15	.33	0.96	0.341
	Spring	53	3.17	.35		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<0.05.

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D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSRD program between	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **teachers and the principal.**	Fall	48	2.84	.56	2.27	0.028
	Spring	53	2.96	.57		
b) **the principal and district staff.**	Fall	48	2.80	.52	0.98	0.334
	Spring	53	2.88	.50		
c) **teachers and district staff.**	Fall	48	2.49	.56	-0.27	0.791
	Spring	53	2.50	.53		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)

1. The ***materials*** *(e.g. manipulatives, workbooks, texts, manuals, consumables)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	48	2.76	.54	1.76	0.086
	Spring	53	2.89	.49		
b) have been distributed on site.	Fall	48	3.11	.42	1.27	0.209
	Spring	53	3.21	.34		
c) are easy to use.	Fall	48	3.12	.44	2.02	0.049
	Spring	53	3.25	.34		
d) are appropriate for all students.	Fall	48	3.07	.45	0.70	0.487
	Spring	53	3.13	.40		
e) are age appropriate.	Fall	48	3.18	.38	0.89	0.381
	Spring	53	3.24	.35		
f) are appropriate for the CSRD program being implemented.	Fall	48	3.21	.38	1.07	0.289
	Spring	53	3.28	.31		
g) are replaced as needed.	Fall	48	2.94	.52	2.27	0.028
	Spring	53	3.10	.39		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

2. The ***equipment*** *(e.g. overhead projectors, computers, software)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	48	2.79	.48	-2.56	0.014
	Spring	53	2.96	.43		
b) is easy to use.	Fall	48	3.10	.36	1.80	0.080
	Spring	53	3.23	.31		
c) is easily accessible.	Fall	48	3.02	.40	3.31	0.002
	Spring	53	3.21	.34		
d) is appropriate for all students.	Fall	48	3.09	.39	2.33	0.025
	Spring	53	3.22	.33		
e) is well maintained.	Fall	48	3.02	.48	2.83	0.007
	Spring	53	3.22	.37		
f) has up-to-date technology.	Fall	48	3.02	.47	1.71	0.094
	Spring	53	3.15	.38		
g) is appropriate for the CSRD program being implemented.	Fall	48	3.13	.40	1.40	0.169
	Spring	53	3.25	.34		

3. In order to implement the program, the CSRD funds received have been…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall	48	3.07	.56	0.07	0.946
	Spring	53	3.12	.39		
b) coordinated with local funding.	Fall	48	3.10	.50	-0.99	0.328
	Spring	53	3.06	.43		
c) insufficient even when coordinated with other funding.	Fall	48	2.37	.61	0.87	0.391
	Spring	53	2.44	.51		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

F. Leadership

(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)

4. The primary leader…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall	48	3.21	.39	2.12	0.040
	Spring	53	3.30	.33		
b) promotes the vision for my school's CSRD program.	Fall	48	3.27	.35	1.22	0.229
	Spring	53	3.32	.34		
c) promotes student learning/achievement.	Fall	48	3.34	.33	0.04	0.966
	Spring	53	3.37	.31		
d) is aware of student progress.	Fall	48	3.29	.34	0.95	0.349
	Spring	53	3.34	.33		
e) ensures that technical assistance is being provided.	Fall	48	3.22	.37	1.12	0.269
	Spring	53	3.26	.35		
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall	48	3.16	.39	1.44	0.158
	Spring	53	3.23	.36		
g) supports teacher networking.	Fall	48	3.27	.31	1.00	0.322
	Spring	53	3.30	.32		
h) provides resources for teacher learning.	Fall	48	3.26	.36	0.76	0.451
	Spring	53	3.30	.30		
i) encourages teachers' full participation in the program.	Fall	48	3.32	.32	0.78	0.441
	Spring	53	3.36	.32		
j) supports teachers' mentoring of each other on issues related to the program.	Fall	48	3.30	.32	0.12	0.905
	Spring	53	3.30	.32		
k) attends professional development activities with teachers.	Fall	48	3.34	.32	-1.69	0.099
	Spring	53	3.31	.31		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

G Professional Development

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

4. The majority of the ***professional development*** activities related to my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall	48	3.19	.30	0.76	0.449
	Spring	53	3.24	.30		
b) are guided by the school's vision.	Fall	48	3.23	.30	0.29	0.771
	Spring	53	3.24	.29		
c) are promoted with incentives (*e.g., stipends, additional opportunities for school staff*).	Fall	48	2.93	.47	0.74	0.464
	Spring	53	2.98	.44		
d) are supported with adequate resources.	Fall	48	3.06	.42	0.00	0.998
	Spring	53	3.09	.35		
e) are attended by the majority of the teachers.	Fall	48	3.16	.33	-0.99	0.328
	Spring	53	3.08	.37		
f) are mostly conducted by the same person(s).	Fall	48	3.04	.31	-0.99	0.327
	Spring	53	3.04	.31		
g) are conducted by highly competent person(s).	Fall	48	3.21	.30	0.48	0.635
	Spring	53	3.26	.29		
h) provide opportunities to collaborate with other school staff about the program.	Fall	48	3.10	.35	-0.77	0.444
	Spring	53	3.11	.34		
i) allow enough time for the development of expertise in implementing the program.	Fall	48	2.92	.45	0.52	0.609
	Spring	53	2.99	.40		
j) include sufficient training for the use of CSRD-related materials and equipment.	Fall	48	2.96	.40	0.02	0.986
	Spring	53	3.01	.42		
k) include monitoring of teacher expertise in implementing the program.	Fall	48	2.98	.40	1.14	0.259
	Spring	53	3.06	.35		
l) included sufficient training prior to the implementation of the program.	Fall	48	2.95	.41	0.06	0.951
	Spring	53	2.99	.36		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p < 0.05$.

H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The ***external program support*** provided for my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall	48	2.96	.45	2.54	0.015
	Spring	53	3.10	.31		
b) is provided by highly competent/knowledgeable person(s).	Fall	48	3.10	.38	1.92	0.061
	Spring	53	3.20	.28		
c) is provided by the same person(s).	Fall	48	2.91	.36	1.91	0.063
	Spring	53	3.05	.33		
d) is readily available when the need for support arises.	Fall	48	3.01	.44	0.96	0.343
	Spring	53	3.09	.35		
e) is available only on a pre-scheduled basis.	Fall	48	2.68	.47	1.40	0.168
	Spring	53	2.83	.40		
f) is relevant to the model being implemented.	Fall	48	3.08	.38	1.96	0.057
	Spring	53	3.19	.31		
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall	48	2.97	.43	2.41	0.020
	Spring	53	3.11	.34		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

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I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **is directly linked to desired student outcomes.**	Fall	48	3.34	.29	-0.26	0.796
	Spring	53	3.35	.30		
b) **promotes student success in the desired content area(s) (*e.g. reading, math*).**	Fall	48	3.32	.35	-0.12	0.901
	Spring	53	3.35	.30		
c) **regularly examines student level data to monitor its progress (*e.g. attendance, discipline, content area achievement*).**	Fall	48	3.18	.38	0.68	0.499
	Spring	53	3.24	.31		
d) **promotes an increase in student attendance.**	Fall	48	3.12	.38	-1.12	0.268
	Spring	53	3.07	.33		
e) **promotes a decrease in discipline problems.**	Fall	48	3.00	.50	-1.28	0.209
	Spring	53	2.96	.40		
f) **promotes an increase in engaged student learning.**	Fall	48	3.28	.39	-0.26	0.796
	Spring	53	3.31	.31		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

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J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall	48	2.28	.38	0.59	0.556
	Spring	53	2.33	.35		
b) is addressing the identified school needs as outlined in the school's plan.	Fall	48	3.22	.35	0.07	0.941
	Spring	53	3.24	.27		
c) is implemented in a coherent and comprehensive way.	Fall	48	3.13	.40	0.29	0.774
	Spring	53	3.17	.33		
d) is revised to accommodate new challenges that arise.	Fall	48	3.11	.45	-0.30	0.763
	Spring	53	3.13	.33		

2. The ***majority*** of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSRD program.	Fall	48	3.15	.47	-0.66	0.513
	Spring	53	3.10	.39		
b) feel that the CSRD program is of value.	Fall	48	3.18	.43	-0.71	0.482
	Spring	53	3.14	.37		
c) would like to see the program continue.	Fall	48	3.20	.47	-0.52	0.607
	Spring	53	3.17	.41		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

END OF SURVEY RESULTS

Appendix F

State Name: New Mexico
Total Schools (Fall, 1999): 20
Total Schools (Spring, 2000): 16

A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's ***planning for implementation*** process?

(Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder		Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
			Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
F.	Teachers	Fall	20	89	11	20	77	12
		Spring	16	89	10	16	81	11
F.	Students	Fall	20	33	25	20	29	22
		Spring	16	39	27	16	34	25
F.	Principal	Fall	20	90	9	20	78	16
		Spring	16	86	14	16	79	12
F.	Parents	Fall	20	50	24	20	40	20
		Spring	16	42	25	16	36	23
F.	District Administrators	Fall	20	56	24	20	44	25
		Spring	16	48	27	16	39	23
F.	School Board Members	Fall	20	25	24	20	19	19
		Spring	16	23	22	16	20	22
F.	Community Leaders	Fall	20	19	21	20	17	16
		Spring	16	21	20	16	19	19
F.	Rep. for design/model	Fall	20	47	20	20	39	19
		Spring	16	51	20	16	46	18
F.	Other	Fall	20	9	14	20	9	12
		Spring	16	6	12	16	7	11

Note. Values represent average percents of "yes" responses per schools.

[STAKEHOLDER INVOLVEMENT]

2. Which stakeholders in your school are a part of the CSRD program's ***implementation process***?
(Implementation is using the CSRD program in the classroom/school)

Stakeholder	Survey Period	Was the stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, is this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	20	93	11	20	82	14
	Spring	16	94	7	16	85	10
a) Students	Fall	20	70	24	20	65	23
	Spring	16	75	15	16	70	13
a) Principal	Fall	20	89	10	20	77	18
	Spring	16	85	12	16	75	11
a) Parents	Fall	20	63	29	20	50	28
	Spring	16	58	27	16	54	20
a) District Administrators	Fall	20	45	22	20	38	23
	Spring	16	38	27	16	32	22
a) School Board Members	Fall	20	21	20	20	19	20
	Spring	16	18	20	16	18	20
a) Community Leaders	Fall	20	18	17	20	16	15
	Spring	16	19	17	16	20	17
a) Rep. for design/model	Fall	20	49	21	20	46	20
	Spring	16	49	15	16	46	14
a) Other	Fall	20	6	10	20	9	11
	Spring	16	7	9	16	9	10

Note. Values represent average percents of "yes" responses per schools.

[STAKEHOLDER INVOLVEMENT]

3. Of those listed below, which stakeholders in your school are…

Stakeholder	Survey Period	… strongly encouraged to participate in CSRD program activities at your school?			… kept apprised of CSRD program activities as they occur?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	20	92	9	20	71	19
	Spring	16	91	10	16	80	10
a) Students	Fall	20	76	24	20	56	25
	Spring	16	76	21	16	61	18
a) Principal	Fall	20	88	12	20	69	18
	Spring	16	84	13	16	72	15
a) Parents	Fall	20	67	23	20	52	27
	Spring	16	67	28	16	57	24
a) District Administrators	Fall	20	39	22	20	38	21
	Spring	16	36	26	16	39	22
a) School Board Members	Fall	20	29	20	20	27	21
	Spring	16	24	21	16	26	25
a) Community Leaders	Fall	20	25	22	20	19	15
	Spring	16	30	24	16	23	19
a) Other	Fall	20	5	8	20	5	7
	Spring	16	6	10	16	8	11

Note. Values represent average percents of "yes" responses per schools.

B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **can be articulated by the majority of the stakeholders.**	Fall	20	2.95	.40	1.61	0.128
	Spring	16	3.13	.36		
a) **is supported by the majority of the stakeholders.**	Fall	20	3.01	.29	1.03	0.320
	Spring	16	3.15	.37		
a) **guides the implementation of my school's CSRD program.**	Fall	20	3.10	.33	1.17	0.261
	Spring	16	3.20	.36		
a) **is linked to desired student outcomes.**	Fall	20	3.22	.30	1.26	0.226
	Spring	16	3.34	.31		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

C. Policies

(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)

1. At the **district level**, policies...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (***e.g., early release days, autonomy in implementation***).	Fall	20	2.81	.37	0.45	0.660
	Spring	16	2.88	.30		
a) **permit reorganization of school structures for the implementation of the CSRD program** (***e.g.,opportunities for team teaching, use of parent volunteers***).	Fall	20	2.92	.35	-1.59	0.132
	Spring	16	2.78	.36		
a) **promote communication to facilitate the implementation of the CSRD program** (***e.g., use of newsletters, memos, or use of online communication***).	Fall	20	2.92	.34	-0.86	0.401
	Spring	16	2.84	.35		

2. At the **school level**, policies...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (***e.g., early release days, autonomy in implementation***).	Fall	20	3.07	.35	0.93	0.367
	Spring	16	3.19	.42		
a) **permit reorganization of school structures for the implementation of the CSRD program** (***e.g.,opportunities for team teaching, use of parent volunteers***).	Fall	20	3.13	.35	1.53	0.147
	Spring	16	3.20	.41		
a) **promote communication to facilitate the implementation of the CSRD program** (***e.g., use of newsletters, memos, or use of online communication***).	Fall	20	3.11	.36	1.03	0.320
	Spring	16	3.23	.35		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<.05

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D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSRD program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall	20	2.93	.41	-0.61	0.549
	Spring	16	2.94	.55		
a) the principal and district staff.	Fall	20	2.82	.34	-1.46	0.166
	Spring	16	2.78	.52		
a) teachers and district staff.	Fall	20	2.31	.38	-1.15	0.269
	Spring	16	2.23	.46		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)

1. The ***materials*** *(e.g. manipulatives, workbooks, texts, manuals, consumables)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	20	2.68	.67	1.04	0.316
	Spring	16	2.80	.48		
a) have been distributed on site.	Fall	20	3.15	.53	-0.81	0.432
	Spring	16	3.17	.42		
a) are easy to use.	Fall	20	3.05	.40	-0.40	0.695
	Spring	16	3.16	.28		
a) are appropriate for all students.	Fall	20	2.93	.40	-0.78	0.449
	Spring	16	2.98	.34		
a) are age appropriate.	Fall	20	3.09	.38	-0.17	0.870
	Spring	16	3.19	.24		
a) are appropriate for the CSRD program being implemented.	Fall	20	3.17	.38	0.80	0.439
	Spring	16	3.30	.25		
a) are replaced as needed.	Fall	20	3.08	.56	-0.03	0.973
	Spring	16	3.12	.43		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p < .05$

[MATERIALS AND EQUIPMENT]

2. The ***equipment*** *(e.g. overhead projectors, computers, software)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **arrived on schedule**	Fall	20	2.81	.57	-0.38	0.710
	Spring	16	2.77	.41		
a) **is easy to use.**	Fall	20	3.06	.44	0.18	0.859
	Spring	16	3.16	.29		
a) **is easily accessible.**	Fall	20	2.98	.44	1.05	0.313
	Spring	16	3.12	.30		
a) **is appropriate for all students.**	Fall	20	2.96	.48	1.55	0.143
	Spring	16	3.15	.30		
a) **is well maintained.**	Fall	20	2.98	.47	1.27	0.226
	Spring	16	3.12	.30		
a) **has up-to-date technology.**	Fall	20	2.87	.56	0.22	0.829
	Spring	16	2.98	.27		
a) **is appropriate for the CSRD program being implemented.**	Fall	20	3.03	.47	1.10	0.291
	Spring	16	3.23	.31		

3. In order to implement the program, the CSRD funds received have been…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **coordinated with other state funding.**	Fall	20	3.24	.36	1.45	0.168
	Spring	16	3.32	.30		
a) **coordinated with local funding.**	Fall	20	3.19	.45	1.20	0.250
	Spring	16	3.30	.35		
a) **insufficient even when coordinated with other funding.**	Fall	20	2.30	.55	0.42	0.678
	Spring	16	2.37	.58		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

F. Leadership *(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)*

4. The primary leader…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall	20	3.23	.31	-0.96	0.353
	Spring	16	3.17	.52		
b) promotes the vision for my school's CSRD program.	Fall	20	3.28	.39	-0.33	0.749
	Spring	16	3.29	.38		
c) promotes student learning/achievement.	Fall	20	3.38	.28	-0.45	0.661
	Spring	16	3.37	.31		
d) is aware of student progress.	Fall	20	3.34	.25	-0.24	0.817
	Spring	16	3.31	.38		
e) ensures that technical assistance is being provided.	Fall	20	3.17	.40	-0.06	0.949
	Spring	16	3.16	.50		
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall	20	3.10	.31	0.03	0.974
	Spring	16	3.10	.51		
g) supports teacher networking.	Fall	20	3.25	.29	-0.69	0.499
	Spring	16	3.24	.46		
h) provides resources for teacher learning.	Fall	20	3.24	.33	-0.95	0.356
	Spring	16	3.20	.44		
i) encourages teachers' full participation in the program.	Fall	20	3.32	.37	0.67	0.514
	Spring	16	3.40	.36		
j) supports teachers' mentoring of each other on issues related to the program.	Fall	20	3.27	.37	-1.47	0.163
	Spring	16	3.16	.48		
k) attends professional development activities with teachers.	Fall	20	3.35	.32	-0.83	0.418
	Spring	16	3.34	.37		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

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G Professional Development *(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)*

4. The majority of the ***professional development*** activities related to my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall	20	3.23	.38	0.17	0.868
	Spring	16	3.29	.27		
b) are guided by the school's vision.	Fall	20	3.23	.31	0.23	0.824
	Spring	16	3.27	.23		
c) are promoted with incentives (*e.g., stipends, additional opportunities for school staff*).	Fall	20	2.60	.46	-2.19	0.045
	Spring	16	2.47	.50		
d) are supported with adequate resources.	Fall	20	3.01	.33	-0.41	0.689
	Spring	16	3.01	.35		
e) are attended by the majority of the teachers.	Fall	20	3.27	.29	-0.43	0.677
	Spring	16	3.28	.37		
f) are mostly conducted by the same person(s).	Fall	20	2.95	.34	1.01	0.328
	Spring	16	3.05	.26		
g) are conducted by highly competent person(s).	Fall	20	3.14	.34	0.55	0.588
	Spring	16	3.25	.35		
h) provide opportunities to collaborate with other school staff about the program.	Fall	20	3.00	.37	0.69	0.501
	Spring	16	3.12	.33		
i) allow enough time for the development of expertise in implementing the program.	Fall	20	2.71	.45	0.11	0.913
	Spring	16	2.74	.44		
j) include sufficient training for the use of CSRD-related materials and equipment.	Fall	20	2.78	.50	0.55	0.590
	Spring	16	2.84	.42		
k) include monitoring of teacher expertise in implementing the program.	Fall	20	2.93	.46	-0.65	0.525
	Spring	16	2.93	.58		
l) included sufficient training prior to the implementation of the program.	Fall	20	2.76	.49	0.21	0.833
	Spring	16	2.78	.42		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<.05

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H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The ***external program support*** provided for my school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall	20	2.98	.37	0.58	0.568
	Spring	16	3.03	.39		
b) is provided by highly competent/knowledgeable person(s).	Fall	20	306	.39	0.29	0.776
	Spring	16	3.16	.33		
c) is provided by the same person(s).	Fall	20	2.94	.23	2.19	0.045
	Spring	16	3.09	.29		
d) is readily available when the need for support arises.	Fall	20	2.88	.44	1.21	0.246
	Spring	16	3.03	.37		
e) is available only on a pre-scheduled basis.	Fall	20	2.62	.39	2.06	0.057
	Spring	16	2.81	.31		
f) is relevant to the model being implemented.	Fall	20	3.15	.26	-0.03	0.973
	Spring	16	3.19	.28		
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall	20	2.95	.39	0.51	0.618
	Spring	16	2.98	.40		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<.05

I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **is directly linked to desired student outcomes.**	Fall	20	3.36	.30	-1.07	0.302
	Spring	16	3.31	.29		
b) **promotes student success in the desired content area(s) (*e.g. reading, math*).**	Fall	20	3.29	.31	-0.41	0.686
	Spring	16	3.28	.35		
c) **regularly examines student level data to monitor its progress (*e.g. attendance, discipline, content area achievement*).**	Fall	20	3.24	.45	0.04	0.968
	Spring	16	3.26	.27		
d) **promotes an increase in student attendance.**	Fall	20	3.17	.48	-0.85	0.409
	Spring	16	3.12	.48		
e) **promotes a decrease in discipline problems.**	Fall	20	3.11	.46	-1.15	0.491
	Spring	16	3.04	.44		
f) **promotes an increase in engaged student learning.**	Fall	20	3.31	.34	-0.78	0.647
	Spring	16	3.31	.32		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p< 05

J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall	20	2.26	.45	0.77	0.520
	Spring	16	2.25	.30		
b) is addressing the identified school needs as outlined in the school's plan.	Fall	20	3.22	.27	-0.20	0.332
	Spring	16	3.23	.25		
c) is implemented in a coherent and comprehensive way.	Fall	20	3.11	.40	-0.20	0.321
	Spring	16	3.11	.35		
d) is revised to accommodate new challenges that arise.	Fall	20	2.93	.46	0.07	0.635
	Spring	16	3.00	.39		

2. The ***majority*** of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSRD program.	Fall	20	3.11	.41	0.10	0.920
	Spring	16	3.18	.24		
b) feel that the CSRD program is of value.	Fall	20	3.18	.39	0.41	0.690
	Spring	16	3.25	.26		
c) would like to see the program continue.	Fall	20	3.18	.40	-0.21	0.832
	Spring	16	3.23	.25		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p < .05$

END OF SURVEY RESULTS

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Appendix G

State Name: Oklahoma
Total Schools (Fall, 1999): 29
Total Schools (Spring, 2000): 21

A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's ***planning for implementation*** process?

(Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, was this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	29	86	13	29	78	16
	Spring	21	88	13	21	79	17
b) Students	Fall	29	29	21	29	27	20
	Spring	21	38	22	21	34	21
c) Principal	Fall	29	88	12	29	76	19
	Spring	21	89	9	21	76	15
d) Parents	Fall	29	59	27	29	51	26
	Spring	21	55	19	21	46	20
e) District Administrators	Fall	29	57	27	29	49	28
	Spring	21	57	24	21	45	26
f) School Board Members	Fall	29	29	28	29	25	26
	Spring	21	33	25	21	28	25
g) Community Leaders	Fall	29	29	30	29	26	28
	Spring	21	29	25	21	26	25
h) Rep. for design/model	Fall	29	51	23	29	45	22
	Spring	21	50	24	21	45	24
i) Other	Fall	29	3	5	29	5	7
	Spring	21	3	5	21	5	6

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSRD program's ***implementation process***?
(Implementation is using the CSRD program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, is this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	29	91	11	29	82	15
	Spring	21	90	10	21	81	13
b) Students	Fall	29	67	26	29	61	26
	Spring	21	70	23	21	64	24
c) Principal	Fall	29	89	11	29	77	16
	Spring	21	81	17	21	70	19
d) Parents	Fall	29	64	23	29	54	24
	Spring	21	59	21	21	51	22
e) District Administrators	Fall	29	51	26	29	43	26
	Spring	21	44	24	21	38	25
f) School Board Members	Fall	29	27	28	29	22	24
	Spring	21	27	24	21	22	24
g) Community Leaders	Fall	29	30	30	29	26	28
	Spring	21	32	28	21	27	26
h) Rep. for design/model	Fall	29	53	21	29	48	21
	Spring	21	47	24	21	43	25
i) Other	Fall	29	5	14	29	7	14
	Spring	21	4	5	21	6	6

Note. Values represent average percents of "yes" responses per schools.

3. Of those listed below, which stakeholders in your school are…

Stakeholder	Survey Period	… strongly encouraged to participate in CSRD program activities at your school? Total N	Mean Percent	Standard Deviation	… kept apprised of CSRD program activities as they occur? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	29	92	10	29	76	15
	Spring	21	91	9	21	74	16
b) Students	Fall	29	72	30	29	55	27
	Spring	21	76	22	21	59	24
c) Principal	Fall	29	87	11	29	72	15
	Spring	21	82	12	21	71	17
d) Parents	Fall	29	70	25	29	59	24
	Spring	21	69	22	21	57	23
e) District Administrators	Fall	29	46	28	29	44	28
	Spring	21	42	27	21	40	26
f) School Board Members	Fall	29	32	30	29	33	30
	Spring	21	34	27	21	31	27
g) Community Leaders	Fall	29	35	30	29	30	27
	Spring	21	40	29	21	28	25
h) Other	Fall	29	6	13	29	5	13
	Spring	21	3	5	21	5	6

Note. Values represent average percents of "yes" responses per schools.

B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **can be articulated by the majority of the stakeholders.**	Fall	29	3.02	.40	-0.13	0.894
	Spring	21	3.07	.36		
b) **is supported by the majority of the stakeholders.**	Fall	29	3.12	.36	0.76	0.455
	Spring	21	3.21	.31		
c) **guides the implementation of my school's CSRD program.**	Fall	29	3.13	.35	0.25	0.802
	Spring	21	3.16	.33		
d) **is linked to desired student outcomes.**	Fall	29	3.24	.34	0.72	0.481
	Spring	21	3.31	.28		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
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Note: t-values were not significant at $p<.05$

C. Policies

(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)

1. At the **district level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program (*e.g., early release days, autonomy in implementation*).**	Fall	29	2.99	.47	-0.48	0.636
	Spring	21	3.00	.36		
b) **permit reorganization of school structures for the implementation of the CSRD program (*e.g.,opportunities for team teaching, use of parent volunteers*).**	Fall	29	3.06	.43	-0.01	0.992
	Spring	21	3.11	.38		
c) **promote communication to facilitate the implementation of the CSRD program (*e.g., use of newsletters, memos, or use of online communication*).**	Fall	29	3.03	.47	-1.21	0.242
	Spring	21	2.98	.40		

2. At the **school level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program (*e.g., early release days, autonomy in implementation*).**	Fall	29	3.14	.44	0.27	0.789
	Spring	21	3.22	.42		
b) **permit reorganization of school structures for the implementation of the CSRD program (*e.g.,opportunities for team teaching, use of parent volunteers*).**	Fall	29	3.19	.46	-0.55	0.587
	Spring	21	3.27	.43		
c) **promote communication to facilitate the implementation of the CSRD program (*e.g., use of newsletters, memos, or use of online communication*).**	Fall	29	3.15	.48	-0.79	0.436
	Spring	21	3.19	.42		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<.05

D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSRD program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall	29	3.00	.43	-0.49	0.627
	Spring	21	3.00	.50		
b) the principal and district staff.	Fall	29	2.88	.45	-0.60	0.553
	Spring	21	2.89	.49		
c) teachers and district staff.	Fall	29	2.53	.52	1.18	0.250
	Spring	21	2.63	.46		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)

1. The ***materials*** *(e.g. manipulatives, workbooks, texts, manuals, consumables)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	29	2.92	.56	2.70	0.014
	Spring	21	3.04	.44		
b) have been distributed on site.	Fall	29	3.10	.50	1.88	0.075
	Spring	21	3.20	.41		
c) are easy to use.	Fall	29	3.06	.42	2.57	0.018
	Spring	21	3.18	.34		
d) are appropriate for all students.	Fall	29	3.01	.44	1.63	0.118
	Spring	21	3.12	.33		
e) are age appropriate.	Fall	29	3.10	.41	1.66	0.113
	Spring	21	3.19	.33		
f) are appropriate for the CSRD program being implemented.	Fall	29	3.15	.45	1.86	0.078
	Spring	21	3.27	.34		
g) are replaced as needed.	Fall	29	2.99	.64	1.30	0.208
	Spring	21	3.09	.43		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

2. The ***equipment*** *(e.g. overhead projectors, computers, software)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	29	2.90	.63	0.12	0.903
	Spring	21	2.90	.51		
b) is easy to use.	Fall	29	3.01	.51	1.14	0.267
	Spring	21	3.14	.33		
c) is easily accessible.	Fall	29	2.97	.56	0.98	0.338
	Spring	21	3.09	.37		
d) is appropriate for all students.	Fall	29	2.93	.57	1.47	0.157
	Spring	21	3.10	.37		
e) is well maintained.	Fall	29	3.00	.56	0.80	0.431
	Spring	21	3.07	.42		
f) has up-to-date technology.	Fall	29	3.01	.58	0.77	0.452
	Spring	21	3.10	.38		
g) is appropriate for the CSRD program being implemented.	Fall	29	3.08	.51	0.68	0.503
	Spring	21	3.18	.33		

3. In order to implement the program, the CSRD funds received have been…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall	29	3.08	.50	0.43	0.669
	Spring	21	3.16	.53		
b) coordinated with local funding.	Fall	29	3.02	.55	0.62	0.544
	Spring	21	3.15	.51		
c) insufficient even when coordinated with other funding.	Fall	29	2.13	.47	0.95	0.356
	Spring	21	2.34	.50		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<.05

F. Leadership

(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)

4. The primary leader…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **sets a positive tone for change.**	Fall	29	3.36	.32	-1.48	0.154
	Spring	21	3.29	.38		
b) **promotes the vision for my school's CSRD program.**	Fall	29	3.37	.30	-0.88	0.387
	Spring	21	3.34	.33		
c) **promotes student learning/achievement.**	Fall	29	3.43	.28	-1.50	0.147
	Spring	21	3.37	.31		
d) **is aware of student progress.**	Fall	29	3.35	.30	-1.19	0.248
	Spring	21	3.30	.37		
e) **ensures that technical assistance is being provided.**	Fall	29	3.26	.37	-1.18	0.250
	Spring	21	3.21	.42		
f) **facilitates the rescheduling of the class/school day to insure teacher learning time.**	Fall	29	3.27	.37	-0.91	0.375
	Spring	21	3.24	.39		
g) **supports teacher networking.**	Fall	29	3.34	.31	-0.54	0.594
	Spring	21	3.32	.34		
h) **provides resources for teacher learning.**	Fall	29	3.30	.34	-0.51	0.619
	Spring	21	3.29	.36		
i) **encourages teachers' full participation in the program.**	Fall	29	3.43	.25	-1.58	0.130
	Spring	21	3.34	.33		
j) **supports teachers' mentoring of each other on issues related to the program.**	Fall	29	3.38	.29	-1.19	0.250
	Spring	21	3.30	.36		
k) **attends professional development activities with teachers.**	Fall	29	3.40	.28	-0.65	0.524
	Spring	21	3.38	.32		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

G Professional Development

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

4. The majority of the ***professional development*** activities related to my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall	29	3.21	.30	1.04	0.308
	Spring	21	3.25	.31		
b) are guided by the school's vision.	Fall	29	3.24	.30	0.47	0.642
	Spring	21	3.25	.33		
c) are promoted with incentives (*e.g., stipends, additional opportunities for school staff*).	Fall	29	2.56	.56	1.75	0.095
	Spring	21	2.58	.51		
d) are supported with adequate resources.	Fall	29	3.03	.41	0.73	0.469
	Spring	21	3.07	.27		
e) are attended by the majority of the teachers.	Fall	29	3.15	.38	-0.27	0.790
	Spring	21	3.15	.30		
f) are mostly conducted by the same person(s).	Fall	29	3.04	.37	0.13	0.897
	Spring	21	3.01	.23		
g) are conducted by highly competent person(s).	Fall	29	3.24	.32	0.31	0.758
	Spring	21	3.23	.25		
h) provide opportunities to collaborate with other school staff about the program.	Fall	29	3.12	.36	0.44	0.665
	Spring	21	3.09	.27		
i) allow enough time for the development of expertise in implementing the program.	Fall	29	2.92	.42	0.38	0.709
	Spring	21	2.93	.30		
j) include sufficient training for the use of CSRD-related materials and equipment.	Fall	29	2.95	.43	0.04	0.967
	Spring	21	2.95	.34		
k) include monitoring of teacher expertise in implementing the program.	Fall	29	3.06	.37	-1.24	0.231
	Spring	21	2.96	.35		
l) included sufficient training prior to the implementation of the program.	Fall	29	2.92	.43	0.77	0.452
	Spring	21	2.94	.35		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<.05

H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The ***external program support*** provided for my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall	29	3.17	.34	0.48	0.639
	Spring	21	3.17	.31		
b) is provided by highly competent/knowledgeable person(s).	Fall	29	3.19	.32	1.25	0.225
	Spring	21	3.26	.32		
c) is provided by the same person(s).	Fall	29	3.01	.36	1.49	0.153
	Spring	21	3.11	.35		
d) is readily available when the need for support arises.	Fall	29	3.09	.37	0.40	0.690
	Spring	21	3.10	.28		
e) is available only on a pre-scheduled basis.	Fall	29	2.69	.45	0.73	0.473
	Spring	21	2.82	.41		
f) is relevant to the model being implemented.	Fall	29	3.23	.28	0.73	0.477
	Spring	21	3.24	.29		
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall	29	3.08	.33	0.79	0.441
	Spring	21	3.13	.32		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p < .05$

I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **is directly linked to desired student outcomes.**	Fall	29	3.36	.25	-1.10	0.283
	Spring	21	3.28	.31		
b) **promotes student success in the desired content area(s) (*e.g. reading, math*).**	Fall	29	3.36	.27	-0.84	0.410
	Spring	21	3.31	.32		
c) **regularly examines student level data to monitor its progress (*e.g. attendance, discipline, content area achievement*).**	Fall	29	3.25	.33	-0.70	0.491
	Spring	21	3.21	.41		
d) **promotes an increase in student attendance.**	Fall	29	3.11	.38	-0.47	0.647
	Spring	21	3.13	.41		
e) **promotes a decrease in discipline problems.**	Fall	29	3.03	.43	0.07	0.947
	Spring	21	3.06	.37		
f) **promotes an increase in engaged student learning.**	Fall	29	3.29	.30	-0.52	0.608
	Spring	21	3.25	.34		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall	29	2.08	.44	1.70	0.105
	Spring	21	2.20	.28		
b) is addressing the identified school needs as outlined in the school's plan.	Fall	29	3.22	.28	0.02	0.986
	Spring	21	3.23	.30		
c) is implemented in a coherent and comprehensive way.	Fall	29	3.15	.38	-0.77	0.451
	Spring	21	3.12	.37		
d) is revised to accommodate new challenges that arise.	Fall	29	3.17	.34	-1.45	0.162
	Spring	21	3.08	.35		

2. The ***majority*** of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSRD program.	Fall	29	3.24	.34	-0.71	0.487
	Spring	21	3.22	.29		
b) feel that the CSRD program is of value.	Fall	29	3.25	.34	-0.55	0.585
	Spring	21	3.25	.32		
c) would like to see the program continue.	Fall	29	3.28	.31	-0.26	0.800
	Spring	21	3.29	.29		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t=t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<.05$

END OF SURVEY RESULTS

Appendix H

State Name: Texas
Total Schools (Fall, 1999): 120
Total Schools (Spring, 2000): 121

A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's ***planning for implementation*** process?

(Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, was this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	120	85	17	120	76	18
	Spring	121	85	14	121	77	18
b) Students	Fall	120	34	22	120	30	20
	Spring	121	43	24	121	39	22
c) Principal	Fall	120	88	13	120	74	19
	Spring	121	87	15	121	74	21
d) Parents	Fall	120	47	28	120	40	25
	Spring	121	52	28	121	44	27
e) District Administrators	Fall	120	58	24	120	46	22
	Spring	121	56	26	121	44	25
f) School Board Members	Fall	120	25	24	120	20	21
	Spring	121	27	26	121	22	24
g) Community Leaders	Fall	120	30	26	120	26	23
	Spring	121	31	25	121	26	23
h) Rep. for design/model	Fall	120	48	25	120	43	24
	Spring	121	50	24	121	43	22
i) Other	Fall	120	6	9	120	8	10
	Spring	121	6	9	121	8	8

Note: Values represent average percents of "yes" responses per schools.

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2. Which stakeholders in your school are a part of the CSRD program's ***implementation process***?
(Implementation is using the CSRD program in the classroom/school)

Stakeholder	Survey Period	Was the stakeholder involved? Total N	Mean Percent	Standard Deviation	If involved, is this stakeholder's involvement a positive contribution to the process? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	120	90	15	120	78	17
	Spring	121	90	14	121	79	17
b) Students	Fall	120	60	25	120	52	23
	Spring	121	68	22	121	60	22
c) Principal	Fall	120	84	17	120	72	19
	Spring	121	84	19	121	73	22
d) Parents	Fall	120	53	27	120	45	24
	Spring	121	51	29	121	44	28
e) District Administrators	Fall	120	46	26	120	38	24
	Spring	121	45	26	121	38	25
f) School Board Members	Fall	120	18	21	120	15	18
	Spring	121	20	23	121	17	21
g) Community Leaders	Fall	120	28	25	120	25	23
	Spring	121	28	25	121	24	22
h) Rep. for design/model	Fall	120	45	26	120	39	24
	Spring	121	45	23	121	38	23
i) Other	Fall	120	6	9	120	7	9
	Spring	121	5	7	121	6	7

Note: Values represent average percents of "yes" responses per schools.

3. Of those listed below, which stakeholders in your school are…

Stakeholder	Survey Period	… strongly encouraged to participate in CSRD program activities at your school? Total N	Mean Percent	Standard Deviation	… kept apprised of CSRD program activities as they occur? Total N	Mean Percent	Standard Deviation
a) Teachers	Fall	120	88	16	120	72	18
	Spring	121	88	14	121	74	18
b) Students	Fall	120	65	26	120	51	24
	Spring	121	71	23	121	57	23
c) Principal	Fall	120	81	19	120	70	18
	Spring	121	82	18	121	71	19
d) Parents	Fall	120	60	26	120	49	23
	Spring	121	60	27	121	50	26
e) District Administrators	Fall	120	40	23	120	39	22
	Spring	121	38	25	121	38	24
f) School Board Members	Fall	120	17	18	120	22	20
	Spring	121	21	21	121	23	23
g) Community Leaders	Fall	120	31	24	120	27	22
	Spring	121	30	23	121	25	22
h) Other	Fall	120	4	6	120	6	8
	Spring	121	6	13	121	7	13

Note. Values represent average percents of "yes" responses per schools.

B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **can be articulated by the majority of the stakeholders.**	Fall	120	3.06	.33	-0.37	0.708
	Spring	121	3.04	.34		
b) **is supported by the majority of the stakeholders.**	Fall	120	3.13	.33	-0.04	0.967
	Spring	121	3.13	.34		
c) **guides the implementation of my school's CSRD program.**	Fall	120	3.19	.29	-1.05	0.294
	Spring	121	3.15	.32		
d) **is linked to desired student outcomes.**	Fall	120	3.34	.25	-1.60	0.112
	Spring	121	3.29	.28		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

C. Policies

(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)

1. At the **district level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (*e.g., early release days, autonomy in implementation*).	Fall	120	2.98	.36	-0.18	0.861
	Spring	121	2.98	.31		
b) **permit reorganization of school structures for the implementation of the CSRD program** (*e.g.,opportunities for team teaching, use of parent volunteers*).	Fall	120	3.06	.35	-0.12	0.907
	Spring	121	3.05	.31		
c) **promote communication to facilitate the implementation of the CSRD program** (*e.g., use of newsletters, memos, or use of online communication*).	Fall	120	3.03	.35	0.29	0.769
	Spring	121	3.02	.32		

2. At the **school level**, policies…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **facilitate the implementation of our CSRD program** (*e.g., early release days, autonomy in implementation*).	Fall	120	3.25	.32	-0.80	0.423
	Spring	121	3.23	.32		
b) **permit reorganization of school structures for the implementation of the CSRD program** (*e.g.,opportunities for team teaching, use of parent volunteers*).	Fall	120	3.25	.35	-0.28	0.779
	Spring	121	3.24	.32		
c) **promote communication to facilitate the implementation of the CSRD program** (*e.g., use of newsletters, memos, or use of online communication*).	Fall	120	3.28	.32	-1.70	0.092
	Spring	121	3.24	.31		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at p<0.05.

D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSRD program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **teachers and the principal.**	Fall	120	2.98	.51	-0.38	0.704
	Spring	121	2.96	.58		
b) **the principal and district staff.**	Fall	120	2.95	.43	-1.60	0.113
	Spring	121	2.84	.52		
c) **teachers and district staff.**	Fall	120	2.56	.50	-0.32	0.753
	Spring	121	2.54	.49		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)

1. The ***materials*** *(e.g. manipulatives, workbooks, texts, manuals, consumables)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **arrived on schedule**	Fall	120	2.85	.49	2.57	0.012
	Spring	121	2.93	.42		
b) **have been distributed on site.**	Fall	120	3.12	.36	1.51	0.133
	Spring	121	3.14	.34		
c) **are easy to use.**	Fall	120	3.12	.34	1.32	0.188
	Spring	121	3.14	.33		
d) **are appropriate for all students.**	Fall	120	3.05	.36	0.88	0.380
	Spring	121	3.06	.36		
e) **are age appropriate.**	Fall	120	3.15	.31	0.49	0.622
	Spring	121	3.16	.31		
f) **are appropriate for the CSRD program being implemented.**	Fall	120	3.21	.29	0.22	0.824
	Spring	121	3.22	.30		
g) **are replaced as needed.**	Fall	120	3.02	.42	0.84	0.402
	Spring	121	3.04	.40		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

[MATERIALS AND EQUIPMENT]

2. The ***equipment*** *(e.g. overhead projectors, computers, software)* used in my school's CSRD implementation process…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall	120	2.80	.51	3.89	0.000
	Spring	121	2.94	.44		
b) is easy to use.	Fall	120	3.10	.32	2.83	0.006
	Spring	121	3.16	.30		
c) is easily accessible.	Fall	120	3.01	.41	3.37	0.001
	Spring	121	3.10	.33		
d) is appropriate for all students.	Fall	120	311	.30	1.16	0.247
	Spring	121	3.12	.32		
e) is well maintained.	Fall	120	3.05	.37	1.61	0.111
	Spring	121	3.08	.35		
f) has up-to-date technology.	Fall	120	3.03	.42	1.73	0.086
	Spring	121	3.06	.42		
g) is appropriate for the CSRD program being implemented.	Fall	120	3.13	.33	1.99	0.049
	Spring	121	3.16	.35		

3. In order to implement the program, the CSRD funds received have been…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall	120	3.13	.42	-0.38	0.702
	Spring	121	3.14	.37		
b) coordinated with local funding.	Fall	120	3.15	.37	-0.03	0.972
	Spring	121	3.14	.33		
c) insufficient even when coordinated with other funding.	Fall	120	2.31	.56	0.98	0.329
	Spring	121	2.39	.52		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

F. Leadership

(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)

4. The primary leader…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall	120	3.36	.30	-2.23	0.028
	Spring	121	3.28	.35		
b) promotes the vision for my school's CSRD program.	Fall	120	3.36	.30	-1.77	0.079
	Spring	121	3.29	.34		
c) promotes student learning/achievement.	Fall	120	3.45	.26	-2.45	0.016
	Spring	121	3.37	.31		
d) is aware of student progress.	Fall	120	3.38	.28	-2.45	0.016
	Spring	121	3.30	.31		
e) ensures that technical assistance is being provided.	Fall	120	3.25	.37	-0.57	0.573
	Spring	121	3.22	.35		
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall	120	3.21	.34	0.08	0.933
	Spring	121	3.20	.34		
g) supports teacher networking.	Fall	120	3.35	.36	-0.82	0.415
	Spring	121	3.30	.31		
h) provides resources for teacher learning.	Fall	120	3.31	.36	-0.86	0.391
	Spring					
i) encourages teachers' full participation in the program.	Fall	120	3.40	.27	-1.08	0.284
	Spring	121	3.36	.30		
j) supports teachers' mentoring of each other on issues related to the program.	Fall	120	3.34	.30	-1.62	0.107
	Spring	121	3.28	.32		
k) attends professional development activities with teachers.	Fall	120	3.35	.31	-1.32	0.190
	Spring	121	3.30	.32		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

G Professional Development

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

4. The majority of the ***professional development*** activities related to my school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **are relevant to the program being implemented.**	Fall	120	3.23	.26	-1.30	0.197
	Spring	121	3.18	.25		
b) **are guided by the school's vision.**	Fall	120	3.24	.27	-1.40	0.164
	Spring	121	3.19	.27		
c) **are promoted with incentives (*e.g., stipends, additional opportunities for school staff*).**	Fall	120	2.68	.50	-0.19	0.849
	Spring	121	2.67	.43		
d) **are supported with adequate resources.**	Fall	120	3.05	.30	-0.71	0.479
	Spring	121	3.02	.31		
e) **are attended by the majority of the teachers.**	Fall	120	3.15	.31	-1.36	0.176
	Spring	121	3.09	.32		
f) **are mostly conducted by the same person(s).**	Fall	120	2.92	.30	1.27	0.206
	Spring	121	2.92	.29		
g) **are conducted by highly competent person(s).**	Fall	120	3.21	.22	-1.77	0.079
	Spring	121	3.16	.26		
h) **provide opportunities to collaborate with other school staff about the program.**	Fall	120	2.92	.31	0.86	0.393
	Spring	121	2.93	.32		
i) **allow enough time for the development of expertise in implementing the program.**	Fall	120	2.80	.35	1.95	0.054
	Spring	121	2.84	.35		
j) **include sufficient training for the use of CSRD-related materials and equipment.**	Fall	120	2.89	.32	2.34	0.021
	Spring	121	2.93	.32		
k) **include monitoring of teacher expertise in implementing the program.**	Fall	120	2.92	.32	-0.28	0.783
	Spring	121	2.89	.32		
l) **included sufficient training prior to the implementation of the program.**	Fall	120	2.83	.34	1.04	0.299
	Spring	121	2.85	.34		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The ***external program support*** provided for my school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **is provided in an ongoing and timely manner.**	Fall	120	2.99	.33	1.80	0.074
	Spring	121	3.02	.30		
b) **is provided by highly competent/knowledgeable person(s).**	Fall	120	3.11	.32	1.79	0.077
	Spring	121	3.14	.29		
c) **is provided by the same person(s).**	Fall	120	2.95	.31	2.09	0.039
	Spring	121	3.00	.29		
d) **is readily available when the need for support arises.**	Fall	120	2.97	.34	1.62	0.108
	Spring	121	3.00	.32		
e) **is available only on a pre-scheduled basis.**	Fall	120	2.73	.38	1.50	0.137
	Spring	121	2.78	.29		
f) **is relevant to the model being implemented.**	Fall	120	3.12	.26	1.78	0.079
	Spring	121	3.15	.25		
g) **is of sufficient quantity to support the development of expertise in implementing the program.**	Fall	120	2.98	.33	1.55	0.125
	Spring	121	3.00	.32		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
(* t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program…	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **is directly linked to desired student outcomes.**	Fall	120	3.31	.29	-0.54	0.588
	Spring	121	3.30	.26		
b) **promotes student success in the desired content area(s) (*e.g. reading, math*).**	Fall	120	3.32	.27	0.35	0.726
	Spring	121	3.33	.25		
c) **regularly examines student level data to monitor its progress (*e.g. attendance, discipline, content area achievement*).**	Fall	120	3.24	.32	-0.35	0.725
	Spring	121	3.24	.29		
d) **promotes an increase in student attendance.**	Fall	120	3.16	.37	-0.80	0.427
	Spring	121	3.14	.31		
e) **promotes a decrease in discipline problems.**	Fall	120	3.06	.36	-0.83	0.408
	Spring	121	3.04	.31		
f) **promotes an increase in engaged student learning.**	Fall	120	3.29	.30	-0.20	0.843
	Spring	121	3.29	.26		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

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J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **prescribed changes for which my school was unprepared.**	Fall	120	2.32	.39	0.24	0.807
	Spring	121	2.30	.39		
b) **is addressing the identified school needs as outlined in the school's plan.**	Fall	120	3.18	.27	-0.36	0.722
	Spring	121	3.17	.26		
c) **is implemented in a coherent and comprehensive way.**	Fall	120	3.08	.30	0.24	0.809
	Spring	121	3.09	.28		
d) **is revised to accommodate new challenges that arise.**	Fall	120	3.09	.28	0.09	0.928
	Spring	121	3.10	.29		

2. The ***majority*** of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) **support the CSRD program.**	Fall	120	3.07	.36	-0.92	0.358
	Spring	121	3.06	.36		
b) **feel that the CSRD program is of value.**	Fall	120	3.12	.29	-0.84	0.401
	Spring	121	3.10	.35		
c) **would like to see the program continue.**	Fall	120	3.13	.38	-0.94	0.351
	Spring	121	3.12	.41		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.
Note: t-values were not significant at $p<0.05$.

END OF SURVEY RESULTS

Appendix I — References

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